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ABSTRACT

This report describes the 1969-70 activities of the joint teacher education program of San Francisco State College and the San Francisco Unified School District which began in 1966. This year the program has been expanded and the STEP-TTT Training of Teacher Trainers is based on a career ladder of participants at the following levels: 1) TTT-10 college instructors and demonstration supervisors trained mutually for supervision and instruction focused on general strategy and the Taba Curriculum Project; 2) TT--15 district supervising classroom teachers who are trainers of the teacher candidates and are trained by the TTT instructors; 3) T--24 first year teachers, graduates of the 1968-69 STEP program; 4) TC--34 teacher candidates trained by TTT staff and supervising classroom teachers. Training at all levels took place primarily in the schools and often on a one-to-one basis in the classroom. The program also involved liberal arts faculty, community leaders, and parents. (A separate volume of appendixes contains materials used in the training program.) (RT)

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SAN FRANCISCO STATE COLLEGE
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TEACHER EDUCATION PROJECT

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Final Report
September 1, 1969 to August 31, 1970

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DIRECTOR'S REPORT

STEP-TTT

San Francisco State College
San Francisco Unified School District Teacher Education Project

Trainers of Teacher Trainers

September 1, 1969 to August 31, 1970

Director: James E. Bixler
Professor, San Francisco State College

Host Institution: San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132

STEP-TTT Center: 770 McAllister Street
San Francisco, California 94102

CONTENTS

I.	Overview of STEP-TTT	1
	History STEP-TTT 1969-70	
II.	Training Program	3
	A. Introduction	3
	B. TTT Training	5
	C. TT Training	12
	D. T Training	15
	E. TC Training	19
III.	Effects, Outcomes, Products	32
IV.	Parity in STEP-TTT	35

NOTE: Appendices have been compiled separately and are available upon request.

I. OVERVIEW OF STEP-TTT

History

STEP started in 1966 as the Sausalito Teacher Education Project, funded by the California State Department of Education, Office of Compensatory Education. It was a cooperative effort of San Francisco State College and the Sausalito School District. The Sausalito School District was selected since it had desegregated its schools in 1965. The goal of the program was to develop ways to prepare teacher candidates to be more effective with students in desegregated classrooms. From Spring 1966 through the Spring of 1969, three groups of teacher candidates completed their credential through the STEP program.

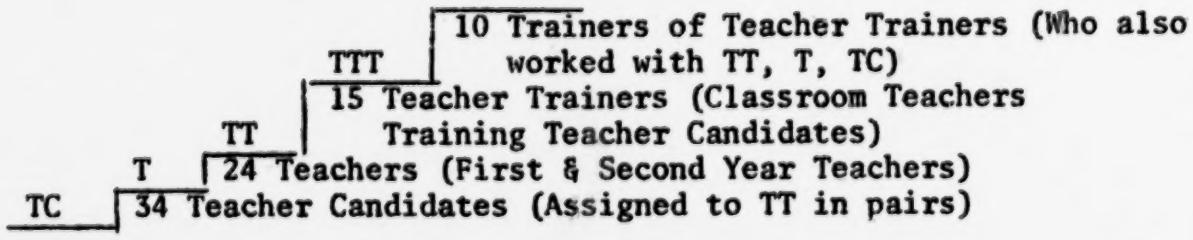
The program was a combination of college instruction and school classroom experience. There were changes in methods for each of these groups, because we tried to improve each year. For example, we realized that we should have a program for classroom teachers who would be working with our student teachers so that they could help us in training student teachers. This was added to the program in 1967-68. Suburban Sausalito schools had few vacancies for hiring our graduates, and we needed to add experience in urban classrooms. Thus the program was expanded to include having student teachers in the San Francisco Unified School District in 1968-69. It then became apparent that we should have a supportive program for our graduates who had been placed as First Year Teachers in the San Francisco District so that these teachers would have an opportunity to be even more effective with the children in their assigned classrooms. Therefore, during 1969-70 the program was moved into the San Francisco Unified School District and involved about 24 First and Second Year Teachers.

We also became concerned about the effectiveness of instructors who help to train teachers. We felt that we should have a combination of college personnel and master teachers right out of the classroom in a team program of training to be teacher trainers. That program was also begun this year.

STEP-TTT 1969-70

The various aspects of the program are discussed in some detail in the following sections of this report; however the following condensed overview might help provide a brief summary picture of the project.

The 1969-70 program is called "STEP-Triple T" (STEP-TTT). The "S" in STEP now stands for San Francisco State College and the San Francisco Unified School District. The "TTT" stands for Trainers of Teacher Trainers. Actually, this year we included Teacher Candidates into a prospective career ladder:


10 Trainers of Teacher Trainers (Who also worked with TT, T, TC)
TTT
15 Teacher Trainers (Classroom Teachers Training Teacher Candidates)
TT
24 Teachers (First & Second Year Teachers)
T
34 Teacher Candidates (Assigned to TT in pairs)
TC

"TC" - The Teacher Candidates were SFSC students who had completed their four years of college for the BA degree and were in a fifth year program to fulfill requirements for the Elementary Credential. Their training was a combination of: instruction at the Center, participation in the classroom in relation to their instruction, then student teaching four full days a week during second semester, with Friday devoted to seminars and small group sessions with their instructors. The student teachers were in pairs in the classrooms of the "Double T." They were placed in pairs to give them experience in the team approach to teaching and to demonstrate the value of sharing ideas and problems.

"T" - The "Single T" were the STEP graduates placed in the San Francisco Unified School District. This program was a helping relationship of the instructors with the "new" teachers. They discussed problems, did some planning and evaluating together, and at times the instructor taught a session in the classroom. This program was to help the "new" teacher to become an even better teacher.

"TT" - The "Double T" (TT) group were classroom teachers who wanted to improve their own knowledge and ability and help train student teachers. This group had one three-hour training session each week and also worked with the instructors and the student teachers to give the children a better education in the classroom.

"TTT" - The "Triple T" component (TTT) was to train master teachers from the District and personnel from the College to be effective teacher trainers. This group of trainers had special training sessions in teaching strategies. They also trained each other by sharing their special knowledge and experiences. In addition, they acted as a team in training teacher candidates and in working with the classroom teachers who had STEP-TTT student teachers in their classrooms.

Community - Another part of the STEP-TTT program was community involvement. There was a full-time person in Community Services and two half-time parent representatives. The community activities were varied but included work with community organizations and activities, and an attempt to bring parents and teachers to closer understanding.

Liberal Arts - An attempt was made to bring in more involvement from arts and sciences. Representatives were brought in for our open learning sessions, such as a Professor in Architecture at the University of California at Berkeley who discussed and showed slides on how dull, boxy, school buildings and classrooms can be made bright, exciting learning centers through imaginative use of places and spaces. Cooperation with the Exploratorium on a program for Museum as a Classroom was begun.

770 Center - An off-campus Center was established at 770 McAllister Street, a vacant third floor which had been used primarily for storage. In this Center classes, workshops, and open learning sessions were held.

II. TRAINING PROGRAM

A. INTRODUCTION

1. Participants. The STEP-TTT Training of Teacher Trainers is based on a career ladder of participants at the following levels:

   a. TTT - College instructors and demonstration supervisors trained mutually for supervision and instruction focused on general strategy and the Taba Curriculum Project;

   b. TT - District Supervising Classroom Teachers who are trainers of the Teacher Candidates and are trained by the TTT instructors;

   c. T - First year teachers employed in the San Francisco Unified School District who were TC's during 1968-69;

   d. TC - Teacher Candidates trained by TTT staff and Supervising Classroom Teachers.

The TTT staff team was comprised of 19 participants, full and part time, who participated in teacher training at all steps of the TTT ladder. The full-time staff members, including the two media specialists, bore the primary responsibility for training and for being trained-to-train all levels of participants. The eight part-time staff members shared the decision-making responsibilities and brought to the training their special perceptions as representatives of the Western Addition and Haight-Ashbury communities, the San Francisco State College Elementary Education Department and Department of Interdisciplinary Studies, and the School Districts of San Francisco and Sausalito.

The total team brought a variety of backgrounds and a diversity of interpersonal and teaching styles. Four came directly from classrooms largely composed of minority pupils; one had just returned from a year's investigation in the British primary school system and teacher centers after eight years of teaching in the inner city; three were returning after one, two, or three years of STEP training and prior extensive teaching experience in elementary classrooms; two were returning as Director and Coordinator of Communications for the four years of the project. The majority was Black, the balance was Caucasian with one Japanese. There was a range of ages and academic status.

At the TT level, fifteen supervising classroom teachers participated in the training for the entire year; two participated for one semester and then were assigned by their Principal to other positions in their school. These teachers worked in five schools in four community settings: desegregated Sausalito/Marin City (Black-Caucasian); Chinatown/North Beach (Oriental); the Mission District (Chicano 40%; Caucasian 32%); and the Western Addition (Black). They too presented a variety of ages, styles, and classroom settings which ranged from teacher-centered structure to student-centered openness. Most were Caucasian, one was Chinese and two were Black.

At the T level, eighteen first year teachers worked in six schools in San Francisco communities: the Western Addition; Chinatown; Haight-Ashbury (75% Black); and Ocean-Merced-Ingleside (largely Black). Of these T's, most were Caucasian, two were Chinese and one was Black. They too represented a variety of personal teaching styles and strategies, but in general, as STEP-TTT graduates, they included more innovations, open structure, manipulative and multi-ethnic materials than did the more experienced supervising classroom teachers.

At the TC level, thirty-one preservice candidates were selected out of eighty applicants by means of "stress" interviews of strength and sensitivity, conducted by three 5-member teams in a role-playing situation. Of these 31, three withdrew for personal reasons during the year and two others will be extending their student teaching into 1970-71 in order to develop their classroom performance to a satisfactory level of competency.

2. Place-Time. Participants at each level trained in a different locale and at a different time, as determined by the focus and objectives of their training. In all instances, training shifted to a place and time conducive of a more intensive, workshop or direct experience -- that is, to the 770 Center or school classrooms. The TTT staff were trained individually and as a group both at San Francisco State College and the Center, as well as on the job in the TT and T schools on a 1:1 basis with veteran staff members. The TT teachers (Supervising Classroom Teachers) were trained in a weekly seminar at one of the participating schools, and in their own classrooms on a 1:1 basis with a TTT instructor assigned to that school. For the first semester the T teachers (First Year Teachers) were trained on the job in their individual schools one and a half days a week by the TTT instructor assigned to that school, both in the ongoing classroom setting and after school in individual conferences or group seminars with other first year teachers. For the second semester, they assumed responsibility for their own training, which included voluntary conferences in the schools with TTT staff members and participation in ongoing TTT activities. The TC (Teacher Candidates) were trained at San Francisco State College, in the off-campus Center, and in several TT classrooms. They commenced this school classroom training at individual times from November to January, depending on their level of competency demonstrated in microteaching. By January, TC training was primarily in the classrooms and at the Center, although many also took courses required in Subjects Commonly Taught in Elementary Schools, on the college campus. As Teacher Assistants, the candidates were in schools four mornings a week and at the Center one morning and two afternoons. As Student Teachers, they were in the classrooms four days a week and at the Center one morning.

3. Parity. The preservice-inservice training operated within the parameters of the TTT guidelines which have, in fact, been components of the STEP program since its inception four years ago. TTT training involved the participation of college, school, and community members on an increasing parity basis. Media specialists trained, helped train, and recorded training at all levels. In February, for example, they presented a multi-media workshop for TC's and T's. When possible, community representatives participated in training

sessions of TTT, TT, and T and helped train the T with on-the-job relationships in the school. They were responsible, for example, for gathering and disseminating STEP-TTT district community information through six issues of a STEP-TTT Newsletter (see Appendix A).

4. Training. Training at all levels followed a common sequence, although there was a variety of personal and teaching styles, procedures, format, and emphasis. A calendar showing the sequence of the seven major sections of instruction -- Objectives, Diagnosis, Content, Materials, Teaching Strategies, Learning Activities and Evaluation -- is included in Appendix B.

   The training thrust was more than a programmed sequence of competencies. It was rather developmental training aimed at developing "human" teachers with self direction, sensitivity, strength, openness, and trust; a task in which we did not always succeed to the degree we had hoped.

   In general, the training by and for each level was aimed toward the development of interpersonal skills; practical application in a multi-ethnic classroom; relevant curriculum content, objectives, and rationale; sensitivity to pupils' needs; manipulative learning activities based on an active learning principle; multi-ethnic materials; inductive teaching strategies; and sound evaluation practices. The major outline within which the training at each level took place at the appropriate degree of expected competencies is shown in Appendix C.

   Performance competency was assessed by a Teacher Evaluation Scale (TES) based on the Sections of Instruction and the Personal Teaching Characteristics which underlay the initial screening of Teacher Candidates -- sensitivity and strength. (See Appendix D for the Teacher Evaluation Scale)

B. TTT TRAINING

TTT training took several forms: on-the-job training, communication, and TTT-guided, formal training. The training of the fourteen staff members began in Summer 1969 and focused on preparation for the Fall tasks of work with First Year Teachers (T), Supervising Classroom Teachers (TT) and preservice Teacher Candidates (TC). The Summer training consisted of learning how to conduct and evaluate team role-playing interviews for screening the incoming teacher candidates and how to use and interpret the Research and Evaluation STEP-Observation Schedule (STEP-OS). The staff also began to formulate objectives, procedures, patterns of professional relationships with First Year Teachers, and the teaching evaluation scale for each level of participation. A unique product of the Summer training was the concept of team planning, with the implementation left to individual conditions.

The staff defined team planning as: "The FYT and TTT working together in plannin units, immediate planning, classroom climate, environment, room organization, sharing materials -- making a commitment to work together." This set of criteria and expectations later became the training model for use with Teacher Candidates.

On the Job Training. When the TTT staff reassembled in the Fall, training resumed largely at the informational and on-the-job level. This kind of training involved the exchange of information necessary to make decisions or provide informal counsel in response to problems with resistant FYT's and concerned Principals. The practical perceptions of the staff members who had come most recently from the classroom served to train the other staff members regarding matters such as the development of relationships with Principals, while the supervisorial experience of staff members who had already worked in STEP-TTT helped to train the newcomers.

In sharing insights and methods, the staff members were in effect training each other to make the "team" approach work despite interpersonal concerns or classroom crises.

The following running account of one of the staff members fresh from an inner-city classroom illustrates the range of responsibilities assumed and the resulting on-the-job training:

Fall - Assistant to R/LA instructor
Conducted micro-teaching lessons
Demonstrated transformational grammar and conducted session on communication skills project
Supervised FYT in Chinatown 1 day a week
Supervised 6 TC in small reading groups in Sausalito and in Reading/Language Arts class teaching in Sausalito
Attended Elementary Education Committee
Participated in weekly decisions
Participated in weekly management development session
Kept abreast of new and current materials in Reading and Language Arts curriculum
Took graduate course

Spring - Supervised 6 student teachers in the Mission District
Held seminars in home and Teacher Education Center
Taught total group session on Phonics
Trained in Taba Curriculum and strategies 2-1/2 days
Participated in staff decisions
Participated in Internship Committee, Elementary Education Department, San Francisco State College
Kept abreast of current R/LA materials
Participated in professional conferences: ASCD, NEA

After several months of FYT training, a staff assessment regarding FYT deficiencies and ideal expectations served to help the TC instructor set realistic goals and priorities for the TC training. Similarly, individual staff responses to the curriculum meeting formats, goals, and "business" helped to train the Curriculum Coordinator in making the team training more stimulating, relevant, and task oriented.

Similarly, reactions to the structure of TT seminars led to increased time spent in interaction among group members vis-a-vis professional problems, video tape,

and supervising concerns. Again, negative reactions of the TC's to the TTT staff's expressed "point of view" regarding classroom and public standards of speech and behavior served to train the staff to examine their procedures, timing, and audience needs in order to achieve their training objectives in the future.

On-the-job training had a cumulative effect which reinforced the total training program. After the individual demonstrations in the College class instruction and the development of team trust and on-the-job experience, the new staff members from classrooms were able to assume responsibility for Student Teaching seminars and workshops in the Spring.

Communication as Training. Communication began largely at the informational level emanating from the central coordinator. Gradually, as team members began to understand the goals and personalities of one another, communication was two-way, operated on the feeling and intellectual level, and served as a training device. By January, staff sessions became lively exchanges of anxieties and aspirations.

Guided Training. By October, the staff had decided to emphasize the training aspect of our curriculum meetings. To this end, information was exchanged by memo, leaving meeting time for training and decision making.

By November, the pressures on individuals to be involved in many activities made it impossible to continue training without setting priorities among these pressures, namely: Community, District desegregation, FYT, Taba Teaching Strategies, renovating the 770 Center to usable level, current students, college involvement, involvement of Arts and Sciences faculty in TTT, immediate on-the-job tasks. Working subcommittees were formed to make recommendations regarding priorities of training. These recommendations became training documents as to desired principles and practices (see Appendix E).

The TTT sub-committee, for example, recommended that top priorities be set for training in principles of supervision, role of the teacher, control techniques, classroom management, planning, and classroom environment in order to meet the objective of training the Teacher Candidates through and in those areas.

The Student Teacher Committee, recommended that there be a set of common expectations for Student Teachers, Supervising Classroom Teachers and Supervisors drawn up from the expressed expectations of each of the 3 groups regarding the "team" interaction of the Spring ST program, to be sent to the 3 groups plus the school Principals; a planned sequence of weekly Supervisors' seminars for the students devoted to ST problems and needs; periodic workshops for the total student group and Supervisors concerning such matters as planning and discipline; common requirements for the students (such as written lesson plans for all subjects for the first 3 weeks of Student Teaching); TTT training in supervision including use of TES in relation to the "Sections of Instruction"; scheduled conference time between each ST and his SCT; and a common sequence of seminars and workshops, video schedule, etc.

The sub-committees served as recommending groups with the TTT staff responsible for training decisions. When the community sub-committee reported that there was a need for a half-time Community Services Coordinator, several members of the TTT staff expressed the opinion that this position would require a full-time work load -- with the result that one of the staff assumed the role of a full-time Coordinator of Community Services in the 4 schools where the Community Representatives worked.

There was an unsuccessful attempt in January to provide a common background for training through readings because of time pressures. More successful was an attempt to develop a STEP-TTT personal/professional point of view. This process involved three kinds of activities: individual position papers on "STEP-TTT as it is and as I'd like to see it" (Appendix F); a team brainstorming session on "What I'd like to see in a school" (Appendix G); and finally team decision-making based on these data and focused on the direction of the project for Spring 1970. As a summary which served as self-evaluation necessary for professional growth and self-awareness of the TTT training staff, the Teacher Education Coordinator prepared a memo tracing the steps of this decision making (Appendix H).

The product of these sessions was a team decision to focus on inservice training in two areas: 1) inductive teaching strategies and social studies unit (Taba Curriculum Project in Social Studies), and 2) Active Learning Center for voluntary teacher exploration of activities and materials leading pupils to interact with their environment. The decision to focus on Classroom Teachers was based on the rationale that 1) it is difficult to integrate preservice instruction with classroom participation, and 2) many teachers, particularly in inner-city classrooms, are amenable to new innovative approaches to teaching, but they and the Principals require a considerable amount of ongoing assistance in implementing these innovations.

By May 7, when the sub-committees had identified the objectives, procedures, and timing for the 1970-71 four training strands, they also could identify the particular training skills and interests of the individual members developed by training, and divide the labor to accomplish the 1970-71 training task. Through the on-the-job process, it became apparent that the multiple training tasks of the staff could best be implemented by a division of labor and accountability for training.

Direct Training. Direct training operated for several purposes and in different formats. For the first semester, the staff was trained in interpersonal relations in weekly management development group sessions conducted by a trained group leader. The media specialists trained the staff explicitly in the effective use of media for teacher training -- both the equipment and procedures for videoing, photographing, and editing training tapes and pictures. In December, the video specialist ran a training session for use of the cameras and monitor in the ST classrooms and prepared an operation manual for their use. In February, the video and photography specialists ran a multi-media workshop in the use of several visual media for the staff and other participants.

The first explicit training on supervision was a seminar conducted by one instructor on role expectations, relationships with SCT's, relationships with self, classroom observation, follow-up interview, and judging one's own effectiveness. A second session, called outside the regular schedule to meet an expressed need, was planned as a panel of experienced STEP-TTT supervisors to explore effective practices for changing teacher behavior as a Trainer of both TC and TT.

By early Spring, the decision to focus 1970-71 TTT training at the inservice level necessitated the focusing on training for that task. To this end, the decision to alternate Taba Teaching Strategies to Develop Children's Thinking with training to meet current needs had to be retracted. The need for training for immediate tasks, therefore, took place via memos and special meetings structured to elicit concerns about handling individual TC problems, practices of SCT which helped or hindered TC growth, use of TES, and future training needs. Memos as instructional tools sometimes directed the follow-through for training decisions responding to the pleas from all levels for communication and involvement, or providing instructional content, materials, and procedures. Fliers were prepared covering such items and events as: college student educational panel, School District Creative Environment Center, classroom meetings, videos, and ESEA projects.

From February on, one morning and one afternoon a week were devoted to the Taba training conducted by the two staff members from Interdisciplinary Studies and the Director. The Media and Community participants were invited but could not always attend. The six instructors were training to be Trainers for the six TT participants on site in Anza School, and to facilitate the use of the Taba Strategies for Developing Children's Thinking in both the cognitive and affective domains. The Spring sessions, February through June, involved observing, discussing, planning, and conducting their own discussions and describing their own rationales. Content focused upon:

a) teaching strategies identified as cognitive (developing concepts, inferrin and generalization, applying generalizations) and affective (exploring feelings, interpersonal problem solving, analyzing values);
b) structure and organization of the sequence of learning activities describ in the Taba Units (input/organization/expression);
c) socio-drama as a way of diagnosing, utilizing, and assessing pupil participation in classroom activities.

The format generally followed was: For each strategy there was an "awareness" demonstration followed by team tryout on the other members. Each staff member had a chance to teach the group using one or part of the strategies. Then the team analyzed the teaching, identified weakness and loopholes for training, and explained the refined strategy in vocabulary of the Trainees. At the end of the strenuous 4 months, the training staff had the trainees recall the questions of the 6 strategies, identify similarities and differences, and generalize as to the value of the two types of strategies.

The strengths of the training sessions included:

a) staff team decision to select the Taba Strategies as a major thrust in T
b) staff team responsibility for achieving a high level of competence in order to train TT's the following year;

c) availability of extensive inservice training material from the Institute for Staff Development (e.g., training manuals, films illustrating many of the tasks, audio tapes of Taba resource people);
d) previous experience of one participant in a Summer NDEA Title XI Institute encompassing a similar thrust;
e) expertise of the TTT Trainers, each of whom had either worked with Dr. Taba or attended 4 full weeks of training to handle the inservice training.

The weaknesses of the direct training sessions included:

a) a competition for scheduled time by crises related to preservice-inservice refunding, community, school, and college problems;
b) disagreement concerning interpretation of Taba inservice program emphasis among the TTT Trainees and Trainers (e.g., relating the activities back to direct life experience of the pupils; psychological opposed to a logical approach to the analysis of values);
c) anxiety around the level of achievement within the training sessions and the level of personal expectation held by the staff regarding their acting as Trainers for TT sessions;
d) lack of opportunity to practice the strategies with pupils in order to assess the validity of the training's applicability to a classroom.

Recommendations for future TTT training sessions:

a) time for study outside the training sessions (e.g., read training materials, prepare team tryouts, etc.);
b) close adherence to the written training materials during the sessions before personal interpretations create unclarity in the Trainees (e.g., The Interpersonal Problem Solving Strategy required an explicit focusing question related to a personal confrontation; without this clarity the strategy could have taken another direction in the discussion);
c) more extensive use of film and TTT Trainer demonstration in classroom during the training period;
d) assignment of TTT Trainees to TT classrooms in order to apply the training sooner and assess the TTT training's validity sooner;
e) development of the self-concept of the TTT Trainees as competent teachers and Trainers of TT's while a continuing learner regarding the strategies and curriculum development should be stressed.

In keeping with the second proposed thrust for 1970-71, the start of an Active Learning Center, there were voluntary training sessions in Active Learning designed for all levels of the career ladder -- TTT, TT, T, TC -- plus District and Community. Many staff members participated in one or more of the following:

a) working at School District Complex conference focused on "integrated day" and British infant schools;
b) showing of slides from School District Complex conference;
c) presentation on use and transformation of space by Sim Van Der Ryn of the Center of Urban Environment, U.C., Berkeley;
d) video tapes of Glasser's classroom meeting;

e) presentation of tape and carrousel of Leicester (England) Infant School;
f) TTT staff "Space Walk" - to identify learning possibilities in 770 space (walls, ceiling, etc.) and ways to create stimulating environment.

Explicit TTT training was extended into the Summer, when two staff members went to England to study British infant schools and Teacher Centers; three staff members went to a month-long workshop on the "integrated day" in Connecticut; one member went to Japan to study and gather apparatus for science and math activities in 770; another member used Taba Strategies in a sixth grade San Francisco Unified School District Summer school; another attended a three-week National Training Lab IABS; another acted as research counsellor at the University of Wisconsin; another member went with a teachers' group to study African cultures and bring back materials for Taba teaching; another member conducted research on the principles and practices of the British Primary Schools and Language Development. Remaining staff members analyzed and evaluated the 1969-70 program in order to identify and organize more effective learning at all TTT levels in 1970-71.

During the year, individual staff members took courses as needed to contribute to their level of training competencies in supervision, formal coursework, curriculum development, demonstration teaching, and coordination of a community adult education program--in that order. These graduate courses included instruction in supervision, linguistics, research, counselling, contemporary problems, and administration.

Individual members also sought extra training in special workshops or conferences consistent with TTT priorities. These experiences included the New Schools Conference in Santa Barbara, a series of evening discussions regarding curriculum innovations such as the "integrated day," observation of a teacher using Taba inductive cognitive teaching strategy in an integrated classroom, and math workshop sessions. Several members accompanied the Director to TTT meetings to gain insights into effective organizational structure and program components. Others investigated the Exploratorium, a working center for apparati in Art, Science, and Technology.

The greatest strength of the training lay in the personnel, the variety of their experience and information, their ability to work together to establish common goals and division of labor, and their unceasing efforts to maintain articulation among the components and team work with other components: College, Community, District, professional organizations. There were, however, several weaknesses inherent in the complex nature of the TTT project: 1) the competing obligations of staff members (College, Community, current training, future planning, District) 2) the lack of time for communication of information about all components, explanation of decisions, activities, guided training in supervision; and 3) Community, College, and District crises affecting program. One of the clearest statements of recommendations for alleviating these problems came from a staff member, part of which follows:

"More regularized communication between supervisors and coordinators (or entire staff) to continuously spell out the expectations and goals of the program so that we can at all times be working toward the same ends. Too often, supervisors were stating divergent, conflicting and individual points of views.

"Staff meetings should have been a time for the instructional staff to inform the supervisors of the content of that part of the instructional program which the supervisors would be expected to help the students implement in the classroom. Or the instructional staff could make classroom observations giving suggestions and help as _____ did."

Training Product. The concurrent training in so many places and the complexity of meeting expectations from the School District, the individual schools, the College, the Community, and individual Trainees resulted in the development of noteworthy skills of coordination and team work. The goal of strong, sensitive Teacher Trainers was reached through on-the-job training and mutual TTT staff response and recommendations. The two staff members responsible for coordinating the training in the District and College teacher education program developed their skills to a high degree as shown by their final report of activities (outlined in Appendix I).

Evaluation. The major recommendations for TTT staff training focused on:

a) increased participation of Community and College on parity level;
b) concentration on inservice training for TTT, TT, and T competencies;
c) focus of efforts in one school;
d) further development and articulation of "STEP-TTT approach";
e) division of labor and accountability with persons so that specific persons be actually responsible for implementation.

C. TT TRAINING

TT training of the Supervising Classroom Teachers (Fall N = 17:Spring N = 15) took two forms: a weekly (1 to 1-1/2 hour) seminar with one TTT Instructor assisted by another; and on-site 1:1 training by a TTT Instructor. In the Fall, the seminar followed the sequence of all the training strands, but at a level higher than that of preservice instruction in view of the greater experience of the Classroom Teacher. Although using the same materials as the preservice syllabus, the instructor geared his teaching to the teachers' knowledge of curriculum materials and experience with pupil reactions. In line with the STEP-TTT thrust toward developing inductive thinking, strategies to explore affective areas, multi-ethnic materials and non-verbal activities, the course differed from the usual inservice course of content and "how-to" skills. At the same time, it was hoped that the teachers not only would implement the TT training in their classrooms but also would reinforce the preservice training of the Teacher Candidates when they were under their supervision.

Seminars. In the first seminars, the teachers studied the Social Studies curriculum model, practiced the stating of instructional goals for their pupils, identified test items which matched objectives, identified main and contributing ideas, studied diagnostic devices, analyzed TTT lesson plan forms, and analyzed the

structure of the Social Studies unit form which the Teacher Candidates would be using in the TT classrooms in the Spring. They also studied selected materials from the other three TC training courses in Math, Reading/Language Arts, and Generic Curriculum and Instruction, in order that they be able to help the Teacher Candidates meet expectations. By knowing the goals of the Math Workshop, for example, they became aware of the Candidates' developing attitude toward open student-centered classrooms. By studying the chart of Reading and Personal Development (see Appendix J), they could expect that the Candidates were aware of the reciprocal relationship of Reading and Personal Development and they would be sure that their classrooms allowed the Candidates a chance to try out learning activities appropriate to stages of personal development of the pupils. In addition, it was hoped that these curriculum materials could serve as training materials for the teachers themselves. To illustrate the function and value of affective teaching strategies, for example, they received the following assignment given to the Candidates and based on their actual observation of TT classrooms:

> "Identify an aspect of one selection (from a California State Reading Test) as content for you to use (or extend or contrast) for the purpose of having the pupils identify a feeling or attitude or personal problem which they have experienced. Describe the class behavior of the pupils whom you observed as evidence that your selection is appropriate."

Another such training model was the Candidates' assignment of a 5-day learning sequence of pupil-made geoboards (see Appendix K).

For the Spring semester when the TC's were in the classroom, the TT seminar format was one of input and discussion. Films of teaching provided most of the input followed by questions eliciting the TT perception of the questioning sequence and level of children's thinking. Discussion focused on cognitive and affective teaching strategies. The schedule for the Spring semester seminars is shown in Appendix L.

Concurrent with this formal and indirect training in Social Studies, the Teacher Education Coordinator arranged for additional training in supervision. This training included information about expectations, roles and activities for the Teacher Candidate, for the Instructors, for the TT's and for the Media Specialists. At an early seminar, the Video Specialist explained the procedure for using video effectively for TC evaluation:

Monday - introduce video equipment to pupils
Tuesday - }
Wednesday - } video and playback of Teacher Candidates
Thursday - select video tapes for training
Friday - edit selected video tapes

In the seminar, he instructed the TT in the use of the video toward meeting the behavioral objective that the TT's be able to explain (and some use) the machine, and be able to analyze a videoed lesson using the Teacher Evaluation Scale. For this analysis, they role-played a conference with a Student Teacher, and stated

and explained their evaluations in a hypothetical critique. At a second session, the TT's not only evaluated and analyzed the video tape of another FYT but also stated alternatives for the teaching strategy and activity viewed.

The Community Representative participated in another TT seminar for the purpose of explaining how Teachers could help the Teacher Candidates relate effectively to parents. As the Teachers realized the value of this training role for them, they in turn offered a recommendation that the STEP-TTT Newsletter be tri-lingual to reach parents in the Mission and Chinatown TTT schools.

In preparation for the start of each phase of the classroom experience of the Teacher Candidates (pre-teacher assistants, teacher assistants, and student teachers), the Teacher Education Coordinator presented specific guidelines for supervision, relationships, curriculum expectations in response to the questions asked by the TT's (see Appendix M). The TT's agreed to share supervision of lesson plans and plan books with the TTT Supervisor and to share control of routines and teaching responsibilities with the Teacher Candidates. In turn, the Teachers presented critical information about the preservice Candidates to help the staff evaluate and place Candidates. They also helped to develop definitions and categories for the Teacher Evaluation Scale and to recommend preparatory activities for the First Year Teachers (see Appendix N).

A questionnaire was designed by one of the TT's and the Teacher Education Coordinator to stretch their perception of the role of a teacher to include not only skills of basic room preparation, materials storage, and bulletin boards, but also the techniques of mutually planning, establishing the psychological climate, and creating centers of interest. Other assignments, too, served as guides to extend their perceptions and self-analytical abilities. They were asked, for instance, to contribute teacher-made materials used in their Reading and Language Arts activities. This task caused them to select, prepare, and demonstrate manipulative aids, for these areas are often limited to texts and paper-pencil skills.

On-the-Job Training. In the schools, the TTT Instructors and Coordinator of Teacher Education served as on-the-job Trainers as they discussed and planned Teacher Candidate activities within the five schools. Gradually there was an increasing exchange of anxieties and hopes for Candidate performance and TT supervision. In January, one TTT instructor assumed on-the-job training responsibility for each school. This training included explanation of teaching assignments, helping the teachers use the Evaluation Scale and to communicate critiques to the Candidates, and keeping communication open between the Candidates and Teacher.

Evaluation. In reviewing the year, the TT highly regarded the helpfulness of the Instructor/Supervisors assigned to their schools. They recommended more training sessions with the total STEP-TTT staff and Candidates, more opportunity for active participation in the seminar, opportunity for classroom follow-up from the seminar, and Fall training in the Taba teaching strategies so that they could have a living model from which to evaluate the strategies performed by the Candidates. They also expressed a desire for more of the same training as Candidates (e.g., geoboard workshop), and for increased provision for two-way

communication. In addition, the TTT staff recommended that there be more use made of the 770 Center for TT training and a more appropriate time provided for inservice (probably released time).

D. T TRAINING

The TTT staff planned the FYT training program in the Spring and Summer of 1969. It was hoped that the SFUSD would place First Year Teachers in the same schools with the TT participants and upcoming Teacher Candidates to achieve maximum utilization of the staff resources. Because of lack of tenured openings in the training schools, however, the District had to assign First Year Teachers in six schools other than the five TT-TC schools. These assignments were made in late August, and some grade placements were not made until the weekend before school opened.

T Training was designed to take two forms: 1) one Instructor working with 1 FYT in the classroom 1-1/2 days for a 2-week period, and 2) one Instructor meeting with the FYT's in one school in a weekly after-school seminar, for one semester.

The training proceeded toward the objectives and expectations formulated by the staff:

a. Curriculum - makes curriculum relevant to pupils
- selects multi-ethnic materials
- relates all parts of curriculum

b. Planning/Procedures - establishes behavioral objectives
- plans for individual needs and individual interests
- groups according to pupil needs
- plans sequence of learning activities to behavioral objectives
- uses appropriate method (strategy is appropriate to pupil, content)
- can actively participate in team planning, share materials and work

c. Climate - establishes classroom climate (interpersonal relations, group dynamics)

d. Learning Environment (includes interest centers) - bulletin board

e. Diagnoses - assesses individual needs and interests

f. Classroom Organization - record keeping
- routines and procedures
- can devise a usable filing and storage system

g. PTC (Personal Teacher Characteristics) - involvement in what is going on with pupils
- maintains atmosphere in which learning takes place

h. Evaluation - self
- teaching
- personal growth
- pupil progress

i. Teaching Competencies - (see Teacher Evaluation Scale, Appendix D)

As an innovative training program, the First Year Teacher training operated from the several explicit definitions worked out by the staff in the Summer:

Criteria for STEP-TTT Staff: Definition of Relationship with FYT:

1. Maintains balance of working time among all FYT's.
2. Participates in common team planning.
3. Individualizes implementation in the classroom of each FYT as needs change.
4. Continually works out relationship with FYT.
5. FYT has ultimate responsibility for what happens in the classroom.
6. STEP-TTT staff assists, helps, demonstrates, suggests, and teaches.
7. Functions with FYT in a professional relationship.
8. Emphasizes to FYT that interpersonal relations with rest of staff are important
9. Maintains professional relationship with total faculty.

Expectations for STEP-TTT Instructors/Supervisors for FYT:

10. Evaluates and is evaluated by FYT with Teaching Evaluation Scale and conference.
    Written notes of observations.
    Duplicate notes (good, ineffective, alternatives).
    Teaching Evaluation Scale (turned in Friday a.m. - filed with Curriculum Secretary)
    Oral conference after each official observation.
11. Uses audio recorder at least twice a semester - early and late - confer together.
12. Uses video recorder at least twice a semester - early and late - confer together.
13. Informs TA-ST or FYT of District Resources.
14. Helps find information about schedules, routines, regulations, lesson plans, etc. of school.

The T training focused on survival techniques; practical suggestions for classroom organization, management, and control, and ongoing help in developing competencies in all curriculum areas. While the T training was to have followed the sequence of instruction of the other three training groups, the crises of the beginning teacher demanded other emphases on such practical matters as how to form lines for recess and dismissal, put the daily schedule on the blackboard, and make lesson plans.

Team training included concerns such as the sharing of materials, the setting up of instructional goals, and the sharing of routines and control methods, specifically, the following:

- Use of STEP-TTT field trip bus
- Location and procurement of materials
- Classroom environment (e.g., instructional areas)
- Organization of reading groups
- Teaching environment
- Interpersonal concerns
- Room procedures
- Discipline methods
- Use of STEP-TTT facilities
- Grouping -- assigning work to different groups
- Planning objectives
- Planning learning tasks vis-a-vis pupil's self-concept
- Sensitivity to all pupils
- Adjustment to school conditions (no space, too short instructional blocks)
- Use of manipulative materials
- Housekeeping
- Fighting

The seminars varied according to the instructor, the FYT, and school needs. Seminars focused on curriculum aids and often reached the feeling level. Seminars also dealt with the role of the Instructor/Supervisor with the FYT and the ongoing classroom activities. Often clarification of STEP-TTT policies, procedures, and events was the major concern. In many cases, it was sheer survival. As one T-Instructor wrote in her weekly journal, "I sense that at this early stage (their third week) they are bogged down with routines and getting a workable room (structure of day, routines, monitors, environment) going so that they are unable to think of content of the day and plan for that."

In the classroom, instructors worked with individual pupils, or Reading/Math groups, or total class as a means of helping meet the FYT's objectives or of demonstrating discipline methods. Others helped the FYT set up classroom environment, Math area of rods, tangrams, geo-boards. All the Instructors observed and evaluated Teacher/Pupil behavior. In many cases, moral support for the First Year Teacher was the primary training function.

After observing lessons, once a week or more, the Instructors evaluated techniques, presentation, and results. They checked lesson plans to help the FYT's reach the objectives they desired. Often they would demonstrate an effective way of presentation. Meanwhile, the FYT's were encouraged to utilize the resources of the District, although the Instructors themselves brought in films, silkworm leaves, manuals, etc.

The TTT Instructors all used the TES in the classroom once a week for the purpose both of self-evaluation and guided instruction in areas of strength or weakness. To these ends, the Video Specialist also worked closely with the Insturctor in videoing First Year Teachers in action, and prepared the pupils for the video session the day before the videoing. Then while he videoed the action of the teacher and pupils, the Instructor tracked the action on the Teacher Evaluation Scale. Immediately after the lesson, he would play back the video while the Instructor related the video to the recording of the TES, pointing out the strong and weak points. Following this viewing and checking, the Video Specialist himself would offer helpful suggestions.

These tapes were then reviewed by the Teacher Education Coordinator to see if any other use could be made of them for training in the other components of the training ladder. Several, indeed, were used in TTT, TT, and TC training sessions in use of the TES. A fifth grade lesson in Reading/Writing and a first grade lesson in Reading were especially helpful in training in the identification of dynamics of Teacher/Pupil interaction, classroom routines analysis, and Personal Teaching Characteristics. In addition, two were used in Elementary Education Department meetings and one was kinescoped for a training film.

Through the team-planning, team-teaching, and training, the FYT classrooms showed innovative relevant curriculum methods and materials and noteworthy sensitivity to Pupils. Instructors reported outstanding lessons using: Cuisenaire rods; BRL phonics; field trips used as basis for oral language and movement activities; measurement activities using manipulative objects; Active Learning areas in room environment; and food provisions available for hungry children (carrots, fruit pudding).

Not all the First Year Teachers, however, saw the value in the training or its results. While, as Teacher Candidates, the First Year Teachers had known of the FYT training possibility when they entered the TTT program in 1968, they had not known the specifics of instruction until late Spring 1969. At that time,not all of them expressed positive opinion that it would be a beneficial program for them. This lack of conviction of professional or personal benefit was aggravated by the late assignment to school and grade level, lack of time to prepare for the assigned grade level, unfamiliarity with the newly hired TTT instructors assigned to the FYT training, and the anxieties of being a First Year Teacher. As a result, several did not wish to be observed, criticized, or helped.

Yet there was a difference in attitude depending on the school in which the FYT worked. Those in three of the schools eagerly sought advice and showed a desire to have team-planning and materials. Those in the other three schools resented "compulsory attendance" at the FYT seminars and did not perceive a value in the seminars. Teamwork in one school reached the point where the FYT's would plan together and share the responsibility for preparing and duplicating instructional materials. Despite the resistance to the training idea and/or TTT personnel, the TTT Instructors persisted in the task of helping the FYT's to survive and to develop themselves and their classes into effective teaching/learning models.

In January, the TTT subcommittee on First Year Teachers recommended two options for Spring training:

a) If a First Year Teacher desired continued supervision and/or the present Supervisor felt that further supervision was needed, the Supervisor could provide such training during the time available on his schedule.
b) If a First Year Teacher wanted additional help from another Supervisor, it would be up to him to contact that Supervisor. If that Supervisor were not available, he would have the responsibility of contacting another available Supervisor.

In making up the Spring schedule, some time periods were left available for accommodating the few First Year Teachers who desired additional supervision. As the semester progressed, there was no consistent pattern of regular training requested.

In the June evaluation of the training of the First Year Teachers, the staff identified three major strengths:

a) Intense support and guidance.
b) Identification of resources and ways to get the resources by themselves.
c) Demonstration by experienced teachers.

The staff analyzed the weaknesses in the training as springing from the resistant attitude of some First Year Teachers and the lack of time both for training the staff in FYT training and for the coordination of FYT activities. On the basis of the resulting deficiencies, the staff recommended that the 1970-71 FYT training focus on the following aspects of training:

a) Concept of team planning through group seminars and/or individual planning conferences.
b) Team teaching.
c) Identification of teaching resources and encouragement of the sharing of materials
d) Demonstration of certain techniques and teaching strategies in the classroom and in group seminars.
e) Continuous evaluation using the following instruments:
    1) Teacher Evaluation Scale
    2) STEP-Observation Scale
    3) Video tape analysis
    4) Tape recorder
f) Help in diagnosis of pupils' needs, group them, organize materials, organize games, keep records.
g) Help in interpersonal staff relations.
h) Assistance in organizing and planning for field trips.

E. TC TRAINING

Fall: Formal Instruction and Direct Experience. The 1969-70 TC's were selected on the basis of sensitivity and strength in stress role-playing interviews which took place in the Spring and Summer 1969. Through this screening process, 31 out of 80 were selected on the basis of 1) sensitivity to others' perceptions and behavior while maintaining one's confidence and 2) strength to set up rules of conduct in a fifth grade group of role-playing Instructors and STEP Graduates. Many of these sessions were viedotaped. Some were photographed. All were audiotaped. For each specific curriculum area (Social Studies, Reading/Language Arts, Mathematics, and Generic curriculum), the staff had prepared specific course objectives which followed the common sequence of objectives but revealed different behavioral objectives, diagnoses, content, materials, activities, strategies, and evaluation according to the discipline concerned. Appendix O outlines course objectives in R/LA, Social Studies, and Math.

Because of the controlled setting of the college-based workshop classes, the formal training of the Teacher Candidates followed the common sequence of TTT instruction the most closely of all the training ladder components: TTT, TT, T, and TC. For six weeks the Teacher Candidates worked in college and the 770 workshop three days and one evening each week in the four curriculum blocks: R/LA, Social Studies, Math, and Generic curriculum.

The TC training calendar slowly changed throughout the year as the candidates became increasingly involved in direct TT classroom experience:

Sept.- Dec.

	M	T	W	TH	F
a.m.		R/LA → TT Classrooms	R/LA	Generic	
p.m.		S.S.			
				Math	

January

	M	T	W	TH	F
a.m.		------TT Classrooms------ (R/LA, Math)			TA Seminar
p.m.		S.S.			
				Math	

Feb.-June

	M	T	W	TH	F
a.m.	----------	--TT Classrooms----------			ST Seminar
p.m.		(all curriculum areas)			

Then, as individual students demonstrated their competency in Reading and Language Arts through written plans and microteaching in the areas of behavioral objectives, diagnosis, Personal Teacher Characteristics, content, and small group control, the Teacher Candidates entered TT classrooms to teach Reading groups as early as November.

Specific Courses:

Social Studies. The Social Studies sessions on Tuesdays provided the model of TC instruction. There, the Instructor set the stage with explanations and demonstrations of the seven sections of instruction: behavioral objectives, diagnosis, content, materials, teaching strategies, learning activities, and evaluation. Training in R/LA, Math, Generic curriculum reinforced this instruction with the particular activities and content of the particular discipline and instructional/personal format. For this reason, TTT Instructors as well as the Teacher Candidates were required to attend this course with or without college credit.

These sessions included the study of written models of curriculum, demonstration of teaching strategies, the viewing of overhead projections of samples of curriculum units and training films, the analysis of teaching strategy both cognitive and affective, and the microteaching of the strategies based on real classroom experiences. Social Studies assignments were designed to demonstrate the Candidates ability to formulate instructional goals, behavioral objectives, main ideas a sequence of learning activities, a course outline, and a unit outline.

The Social Studies objectives were met by 95% or more of the Teacher Candidates. Some needed considerable rewriting of the assignments in order to achieve the desired level of performance. In evaluating the course, the Instructor found the most successful achievement of his objectives during those sessions in which the students were actively involved in some type of "doing" activity (mental or physical). A major weakness was the fact that there was no formalized procedure for follow-up in the classroom by the Instructor himself. The TTT Instructors assigned to the TT schools, however, did work with the Candidates in preparing and evaluating the teaching of their Social Studies units.

Reading/Language Arts. R/LA was taught by two Instructors, one experienced in STEP-TTT and college instruction and the other, experienced in recent teaching in an inner-city school. The pair represented a model of team teaching by two persons who differed in age, race, and teaching style. With the goal of extending the repertoire of a teacher, they varied their strategies, references, grouping and format. They presented a multiplicity of approaches to the teaching and learning of Reading and to Language development. The main foci were Active Learning activities, development of relevant lessons, and identification of philosophical assumptions underlying elementary school Reading texts and techniques.

Candidates examined and used California State texts. They analyzed demonstration by Instructors in Roach-Van Allen's Language Experience in Reading and in a Ginn Reader adapted to inner-city classrooms. They observed and evaluated two FYT's on videotape. They engaged in three workshops: 1) diagnostic devices; 2) TT Teacher-made manipulative materials; and 3) communication skills (Title X Project San Gabriel School District). Most important, they planned, taught and evaluated

microlessons to groups of peers. The two-fold aim of these microlessons was 1) to list the effectiveness of their written lesson plans and 2) to become aware of personal characteristics (voice, language pattern, posture, gestures) that helped or hindered the communication between "pupils" and teacher. The first microteaching was based on assigned Summer readings that had been designed to provide necessary background and attitude toward multi-ethnic classrooms and cultures. The second microteaching required the Candidates to adapt a selection in a State text to the children in an observed TT classroom based on the children's behavior they had diagnosed as deficient in the area of Reading skills or feelings. This microteaching was a major consideration in determining the Candidates' competency to enter the TT classrooms in the pre-Teacher Assistant phase of the preservice program.

The minimal level of performance was an average rating on the TES in the aspects of organization, diagnosis, and the selection and creation of materials and activities. Written assignments based on actual observed classrooms supplemented this evidence of competency. Several Candidates had to reteach their microlesson and thereby increased skills of lesson organization and Pupil/Teacher interaction.

The TTT Media Specialist in photography took pictures and audiotaped each of the microteaching lessons in order to reveal personal teaching styles which helped or hindered non-verbal communication in a Teacher/Pupil situation. Contact prints of these pictures and the audiotapes were later used in a 15-minute audiovisual analysis interview with each Candidate. One of the Instructors and sometimes the photographer helped the Candidate to identify how they sounded and looked to Pupils, in particular 1) "atmosphere" of the teacher; 2) behavioral mannerisms; and 3) particular style for this kind of lesson.

On the basis of these evaluative indices six weeks after instruction began, nine Candidates had demonstrated a competency in small group teaching which promised development of sensitive, strong classroom teachers. Accordingly, these nine entered TT classrooms for the pre-Teacher Assistant phase. By December all but a few had entered TT classrooms to teach Reading groups. In these classrooms, the Candidates had to demonstrate competency in the same aspects of teaching performance shown in microteaching plus competency in the use of appropriate teaching strategies and activities in order to qualify for entrance into the Teacher Assistant phase. To determine this level of performance, each TTT Instructional staff member observed one or more of the Candidates and conferred with him. This conference provided another training viewpoint.

During the pre-Teacher Assistant period, the Video Specialist began videoing the students to provide them the opportunity of observing and evaluating themselves in a classroom setting. During these playbacks, only the Video Specialist was present. He pointed out only the strong points and offered suggestions of how to reinforce these strengths throughout the lesson. The Candidate then had the option to share the tape with his Instructor or to erase it. The fact that none wanted tapes erased indicates the strength of their motivation to learn to be the most effective teachers. Meanwhile, following the single morning of pre-TA teaching, there was formal class follow-up and instruction in linguistics, transformational grammar, and Making It Strange (creative writing).

The last weeks of R/LA took two forms: 1) classroom teaching three morning sessions of Reading and Language Arts as well as Math and other subjects. For R/LA, they had to follow a sequence specified by the Instructors to include four skills: grammar (written and oral); speaking and listening; spelling and writing (handwriting and creative writing); and to comprise a 3-day lesson sequence combining any two of the skills. This lesson was to include Generic skills and to present a multi-disciplinary content. The following model was provided:

1. Behavioral objective and another subject area included in one day
2. Materials related to the Pupils' own lives (e.g., in Chinatown, food, street name, school name, their own name).
3. Strategy - initiated with questions only.
4. First day, output/intake.
   Second day, group according to needs - at least 2 groups.
   Third day, combine groups for a "wrap-up" exercise.
5. Pupil texts and teacher's manual for 3-6.
6. Sentence patterning for 1st/2nd grades or something similar.

The second form of activity in the last weeks of R/LA was an individual contract drawn up by each Candidate and based on self-evaluation. The varying aims of th these contracts included specific curriculum skills (10), personal skills, sensitivity to Pupils' needs (7), discipline (5), personal skills such as voice projection (4), and organization (4). This self-contract reevaluation was to serve as a model for setting short range goals and identifying success in small areas for their own pupils. The Candidates pursued their individual objectives in the TT classrooms and evaluated their own growth in late January. All felt they had met minimum levels and several specified areas of further work on new objectives. Most wanted further training in teaching strategies, evaluation, learning activities, content, and materials, in that order. All but five felt that they had attained the objective of communicating Behavioral Objectives clearly.

Follow-up classroom implementation of R/LA occurred in the Spring semester in ST. For the first TT classroom assignment, the Candidates had to teach a "mini-unit" in Reading or Language Arts based on the format prescribed in Social Studies -- that is, the rotation of unit activities, leading to a main idea, and inclusion of evaluation measures -- plus the use of multi-ethnic materials and manipulative activities. For the second TT classroom assignment, they had to teach a 2-3 week unit on Language Arts including the same 4 components as before but implemented at a higher level of performance, and adding record-keeping and pre-post testing.

Math Workshop. The Mathematics course was taught as a workshop in which the emphasis was on Active Learning. Two instructors, a practicing classroom teacher and a College Instructor together guided the TC through "readiness" and primary experiences such as the Nuffield Foundation series and geoboards. There, the Candidates made their own graphs, geoboards, calendar. (See Appendix P.)

Based on the teaching rationale, "I do and I understand" the Candidates learned by doing the structured Mathematical experiences, making their own graphs or geoboards, for example. The calendar in Appendix P shows the full range of concerns. The sessions provided a model of team teaching, Active Learning by the potential teachers, and an opportunity for an immediate application of the learning. (See Appendix Q for a sample lesson plan.)

Generic Curriculum. The course on Generic curriculum focused on personal/professional growth of the Candidates, alternative curriculum patterns such as the British Infant Schools and New Schools movement, and community experiences in the Western Addition. Assigned reading included Jersild's When Teachers Face Themselves, Glasser's Schools Without Failu e, and Biggs' Freedom to Learn. Two sessions focused on evaluation through use of the video for self-evaluation and STEP-OS used by the Research and Evaluation assistants. Several sessions were used to explain parts of the program, such as the TTT concept. The "community experiences" were, in effect, real experiences such as applying for welfare, waiting in hospital emergency room. (See complete description in Appendix R.)

Often the Candidates used sessions to explore their own feelings of anxiety, frustration, and anger about instructional or administrative practices in the schools, college, and project. By October some requested group counseling, but the TTT staff felt that these feelings, normal for this time in the preservice sequence, could be met on a voluntary basis outside of the program. They decided to reconsider the request if such feelings persisted, inasmuch as previous Candidates had needed such a formalized structure for exploring their feelings during Student Teaching Phase.

During the Spring, as an extension of Generic Curriculum, a group of students and the Instructor participated in a weekend conference on New Schools at Santa Barbara.

Evaluation. Each Instructor evaluated the level of the students' work, and recommended overall quality at periodic evaluation sessions by the total staff. In each course, TC's met minimum levels of competence which were stated as Behavioral Objectives and "testes" by specific assignment in writing or in action. In Reading/Language Arts and Math Workshop much of the competency were demonstrate by action - microteaching, making graphs or magic tricks, or making instructional materials - even handwriting. In Generic there was a major community experience report, and contribution to class discussion. In Social Studies there was a programmed sequence of written assignments of specific skills which culminated in a unit due in the Spring. In December there were a number who were deficient in quantity or quality in some Social Studies so that only a few entered Student Teaching Phase I on a conditional basis. By Student Teaching II, all but one had met the Social Studies criteria but two were evaluated by the staff as deficient in classroom skills -- one of control, the other for extended Student Teaching in the Fall of 1970. The other worked in a special language skills laboratory until her level of performance was appropriate for classroom teaching.

Spring: Direct Experience and Formal Instruction. Direct experience assumed top priority over formal instruction or microteaching. For direct experience in the classroom four full days a week, the staff placed Teacher Candidates on the basis of expressed preferences for grade, school, and partner, and on the basis of observed personal teaching characteristics and performance competencies. The staff set certain expectations for their supervision of the Teacher Candidates for the direct classroom teaching experience as follows: Every Candidate was to be observed a minimum of once a week, by means of a formal observation with the Teacher Evaluation Scale, a written evaluation, written suggestions, and a conference to discuss the observation. Serious deficiencies observed in a student were to be presented to the staff for discussion of alternatives when first noticed.

For the Teacher Candidates, the staff established certain professional expectations related to their role in the school and classroom (see Appendix S). Of the original 32 Candidates, 29 entered the 15 TT Classrooms as Student Teachers. In the two teaching assignments in the semester, each Candidate worked in two different grade levels, two different communities, and insofar as possible, two different classroom environments. The first assignment of seven weeks offered a chance to teach all they had learned and practice with increasing responsibility for planning, teaching, and evaluating their lessons and short units. In the second assignment, they had to demonstrate a higher level of competency in behavioral objectives, diagnosis, content, materials, strategies, learning activities, and evaluation. At the end of each assignment, each Candidate had a week or two to teach alone while the other observed, planned, or studied.

The incorporation of all aspects of the STEP-TTT program into training was especially evident in the direct experience phase of the TC training. The Candidates taught Reading/Language Arts, Math, and Social Studies, and applied the attitudes and strategies in Generic Curriculum in the TT classrooms, adapting the classroom materials and on-going curriculum to the STEP-TTT thrust toward behavioral objectives, inductive strategies, multi-ethnic materials, and manipulative activities. For example, in most of these TT rooms one could see the pupils' pictorial representation of their counting experiences the Candidates had introduced: graphs on skin color, family size, favorite TV programs. In many, one could observe inductive teaching strategies -- cognitive and affective -- by which the pupils were encouraged to express their own concepts, generalizations, hypotheses, feelings, attitudes, and values. Bulletin Boards showed examples of sentence patterns, making it strange exercises, photographs of the classroom activities, etc. There were units on drug use and misuse, interpersonal relations based on Shaftel's "Ideas in Action," individualized Math with pupils handling hand computers and Cuisenaire rods; units on Afro-Americans; individualized reading programs with individual diagnostic cards and games. The worksheets in Appendix T show the creative adaptation of the Math Workshop training to the second grade classroom "computers" and rods.

Media. While there were plans to follow the growth of individual Teacher Candidates to record stimulating room environments, the Photographer selected instead examples of effective sequences of learning. Photographically, he traced one fifth-sixth grade unit on ecology which, with the materials, will be used as a TTT training packet in 1970-71. He helped two Candidates in a fourth grade in preparing a photo carrousel of pupil drawings they had done to illustrate a poem on "the environment" which they had read and to which they had responded on audio tape. This audio-visual package is now available for training in Language, Art, and Social Studies.

The Video Specialist videoed almost all of the Teacher Candidates. The TC Trainers worked with him as they had for the FYT Media work. By reason of the Fall "team" experience, the Video Specialist, Trainer, Classroom Teacher and Candidate all knew what was expected from the videoing. The major purpose was self-evaluation and training. Early in December, the Video Specialist had explained and demonstrated the equipment to the classroom teachers and their pupils. He and the Coordinator of Teacher Education had identified three aspects of teaching upon which to focus the videoing: multi-ethnic content, manipulative learning activities, and inductive teaching strategies. While the major purpose was

self-evaluation, it was felt that the training aspect of the film could be used in future teacher training. From the 23 video tapes, 10 were selected for the TTT training library on the basis of the three previously established criteria. The Coordinator and the Media Specialist edited these 10 tapes for future training use in TC-T, TT, or TTT sessions. These ranged from a lesson on Japanese art and music to one on micrography demonstrating the effects of the multimedia workshop. Two showed inductive strategies in Science; another demonstrated inductive Social Studies teaching; another presented manipulative Math activities.

Field Trips. Field trips were an integral part of the Curriculum. Many of the Teacher Candidates planned trips that would fit into the units they were teaching. They prepared the class for the field trip; and wrote a brief evaluation report. From these reports a list of suggested field trips has been prepared for T, TT, and TTT training use in 1970-71 (see Appendix U).

Formal Instruction During Student Teaching. Formal training followed both the recommendations of the TTT Subcommittee and also the Teacher Candidates' expressed desires. From the beginning of the year, the Candidates' expressed concerns had been considered in Curriculum planning and assigned tasks. These Instructors let individuals meet assignment objectives by their own procedure in R/LA, Math, Social Studies, Generic Curriculum, and all wrote their own 2-3 week contracts in R/LA in January. Following the individual R/LA contract in January, this participation increased dramatically in the Second Semester when a representative group was chosen by staff and students to plan and implement the formal instruction concurrent with student teaching. In addition to this student-staff curriculum, one Teacher Candidate designed an experimental course called, "The Role of the Teacher" which carried credit for three college units. Nine other Candidates participated in this course throughout the semester, meeting together periodically and sharing their output with the other Candidates at the end of the Semester.

The procedure for the joint planning of the content, sequence, and format of the 15 weeks of formal instruction was a simple one. The group of Teacher Candidates and the Instructor/Supervisors each prepared a list of "Suggested Topics." From these items, the small seminar groups selected those of top priority to them. The staff-candidate group then planned the sequence and assigned responsibility for each session. The resulting calendar illustrates the scope of the content and variety of instructional responsibility. (See Appendix V.)

As much as possible, instruction reflected the reality of TT schools and the Teacher Candidates' concerns. The TTT Subcommittee on TC training had recommended that the small group sessions focus on :

1) assessment of where children are, emotionally and academically;
2) assessment of teacher style -- specific behaviors related to TES items;
3) management of pupil materials, records, etc; and
4) further control case studies. How would you handle them?

As the topics of the large group sessions required the full morning of attention and energy, however, there was no time for many small group seminars. These four concerns, therefore, were treated mainly in the on-the-job conferencing. (NOTE: On-the-job training of the Candidates occurred through post-teaching conferences, curriculum materials suggested or procured by the TT Trainer [e.g., tas

cards], video self-analysis, planning conferences before school. Some of the most effective training occurred at 770 when individual Candidates voluntarily sought help from individual staff members as "Resource Persons." In these interchanges, Candidates were inspired to use teacher units, such as "Clay Boats" [ESS] or prefix-suffix "wheels.")

Prior to the large group seminars on "Planning" and "Control," the TT Principals were asked for their expectations for their teachers in the areas of planning and control, so that their perceptions could be included in the formal instruction Similarly, the Candidates were asked for their evaluation of the first student teaching session on planning. In turn, their expressed preference for such aspects as "student initiation of concerns by feedback, informal structure, real classroom situations" were included in the ensuing instruction as much as possible Accordingly, the phonics session focused on classroom situations. Paul Ricciardi, staff member of Schools for the Future, showed and discussed a film of a Harlem classroom in which the pupils were using Caleb Gattegno's Cuisenaire Rods and Words in Color, an example of effective "working withing the system."

In answer to the Candidates' expressed desire to learn specific ways of being change agents, there were two sessions involving community persons. The first, a panel led by the Coordinator of Community Educational Services, involved a vigorous interchange of teacher change agents in a school. The second was planned through a candidate-staff discussion to be a 1:1 role-playing session of parents and community persons, each playing the parent who comes for a conference with a teacher about something the teacher had done in relation to his child -- the Candidates playing the teacher in question. From this role-playing the Candidates were to gain a sense of their own professional and personal role vis-a-vis the parents.

The Teacher Candidates themselves conducted most of the final sessions: written and oral recommendations from TT's for FYT's (see Appendix W); effective student teaching experiences; psychoactive drug use; and the total program evaluation.

There were extra-curricular voluntary large group sessions, such as the weekend at Santa Barbara for the New Schools conference, and the Black Studies sessions of the ACDC convention in San Francisco in March. Of particular note was a Saturday multi-media workshop held in February, and organized by the photography and video Media Specialists in conjunction with other specialists from industry (Kodak) and the School District Creative Environment Center. There was exploration as well as presentations of the use of multiscreen presentation, photography in language arts, teacher-made media projects, pictures for developing awareness of non-verbal teacher-pupil relationships, video tapes used for self-evaluation and teacher-pupil interaction, and specific media techniques such as:

1) Constructing and using the pin-hole camera.
2) "How to Set Up a Darkroom in a W.C."
3) Using the overhead projector, transparencies and overlays.
4) Micrography.
5) Picture arrangement (story-telling with pictures).
6) 8mm. movie camera.
7) Ectographing machine.
8) Video and audio taping.
9) 8mm film animation, presented by STEP-TTT Student Teacher.

Evaluation of Teacher Candidate Competencies. The staff as a whole, each with his particular perception, evaluated the Candidates periodically for entrance into the successive phases: pre-TA, TA, ST I and ST II. All but four had demonstrated teaching competency at the pre-TA level by January, and about half had qualified unconditionally for the Teacher Assistant phase. The "conditional" Candidates demonstrated the skills of unit development and verbal expression by the Student Teaching phase.

In the Student Teacher phase, the entire staff evaluated questionable candidate performance mid-phase so that the TC Trainer could specify deficiencies and suggest alternatives or remediation before the final day. These evaluations were based on weekly observations (at least one lesson with the Teacher Evaluation Scale discussions with the Classroom Teacher, conferencing, and seminar work. All but two demonstrated necessary competencies for their credentials. Of these two, one needed extended classroom experience to develop control skills and the other needed additional experience in language skills.

Following the initial procedure of written evaluation, and the Candidates' negative reaction to written communication of the "conditional" status, the staff developed the following procedures for the identification of deficiency and remedial measures: 1) staff discussion and decision-making; 2) Candidate-Trainer interview; and 3) written report of deficiency and recommended remediation.

These unusually thorough written conditional evaluations were filed with the Elementary Education Department. All evaluations were written on a College Placement Office form for use in District recruiting. There was also a STEP-TTT evaluation by the ranking of the Candidates on a scale 1-5 representing the competency and potential of the Candidates compared with one another.

While the TES was designed as both instructional and evaluative, it was often seen in the latter light; rarely as "helpful." There was divided staff opinion on how to use the Teacher Evaluation Scale most effectively, ranging from "use it whenever you observe a TC whether it's a whole lesson or not" to "use it only after a full lesson observation." Many of the Candidates said that they never felt at ease when observed, thereby somewhat offsetting the argument that the students would be less anxious if it was always used. One Instructor tried observing fully and then recording the summary ranking.

In all cases, the TC reported that this kind of summary evaluation was more meaningful--they trusted the judgment since it seemed to be based on the total class interaction rather than serving as a checklist, and they relaxed in their teaching.

Student Evaluation. At the end of the First Semester the Candidates were sent two kinds of evaluation instruments to answer: self-evaluation as to percentile of competency and a classification of the STEP-TTT courses in relation to their use in the classroom, TT or future. Few responses came to the first, because Teacher Candidates said they had no basis for comparing themselves to the others. The few responses that came for the second instrument, indicated general satisfaction, concern for having more specific curriculum skills, and concern for having lack of opportunity to try the innovative skills they had learned.

At the end of the Second Semester, immediately after Student Teaching and before the Summer Individual Contract, the Teacher Candidates had an opportunity to evaluate the preservice program in an open-ended form developed jointly with the staff. Rather than the proposed questionnaire of objectives, they elected to write and then discuss in a round table setting the strengths and weaknesses of the program, and recommendations for the future.

The Candidates' responses ranged from lists to essays. They focused on interpersonal relations, procedure, schedule, learning process, and structure. Rarely was their attention directed to content.

From the Candidates' point of view, the strongest elements of the program (mentioned by one-half to one-third of the student group) were 1) the group, including students and staff; 2) the workshop format used in the Math Workshop and half the sessions of Reading/Language Arts; 3) resources and services such as the library and use of the bus for field trips; 4) availability of staff for help, listening, showing concern for students. Several mentioned the value of Behavioral Objectives, rationale, and lesson plans; others, the effort to bring about change in education.

The greatest number of recommendations (one-third of the students) concerned increase in 1) classroom experience, particularly observation, microteaching, and teacher assistant. Several others (one-sixth to one-tenth of the students) recommended increase in 2) attention to individual needs and differences of students; 3) communication between staff and students.

The weakest elements (cited by one-third to one-sixth of the students) were 1) authoritarian nature of the instructional program: "Students are to be molded"; 2) reality not matching expectations; 3) breakdown in communication between staff and students; 4) variety of criteria and brevity of performance of evaluation session. Several others commented on pressures to perform and emphasis on unrealistic theory over practice.

The leader of students who planned and took the course, Roles of the Teacher, evaluated it in terms of objectives, content, and realistic conditions. This evaluation, together with the student-compiled booklet which was a product of this course, are presented in Appendix X.

Staff Evaluation of Program. After reviewing the entire year, the staff recommended a number of specific changes for a future preservice training model focused on objectives, content, and procedures, as follows:

Recommended Objectives:

1. Define the "effective student teacher" in behavioral terms.

2. Define the role of a TC Trainer in terms of principles of supervision.

Recommended Changes in Content:

1. More multi-ethnic experiences and materials.

2. Collaboration with College Department in Arts and Sciences so that Teacher Candidates start to think about use of areas such as geography and history to teach/help children deal with social and personal problems.

3. More Curriculum content based on learning needs of Candidates with individualized sequence and early release of competent Candidates for first year teaching.

4. Greater variety of teaching models, such as periodic changing of TT Trainers.

5. More training in affective domain.

6. More library resources in specific Curriculum areas.

Recommended Procedures:

1. Early classroom placement with immediate analysis and small group instruction.

2. Single Candidate placement in TT classroom.

3. If Candidates are paired, specific provision for partner's time when the other Candidate is teaching alone (e.g., multi-ethnic materials collection or adaptation of affective strategy to inner city classroom).

4. Successive blocks of separate Curriculum course.

5. Alternation of small and large group Student Teaching Seminars.

6. Scheduled demonstration by TTT staff (team or individuals) to show what they want Candidates to learn.

7. TT classroom teaching by College instructors.

8. Team-teaching of Candidate and TC Trainer in TT classroom.

9. More microteaching and classroom teaching to test course content.

10. More team planning and interdisciplinary research by Candidates so that their classroom lessons are not isolated.

11. More attention to teaching skills such as classroom organizing, lesson timing.

Summer: Summer Contract. The Summer Contract was designed as a post-session activity to help students engage in self-directed training for two purposes: 1) to remedy an individual deficiency in a curriculum or classroom area and 2) to prepare for their first year of teaching. The procedure and format had evolved over a period of three years. At the close of Student Teaching this year, each Teacher Candidate and his Trainer met in an individual conference to identify mutually individual strengths and needs and possible focus for the Summer Contract. There were seven basic aspects of the Summer Contract that were specified for inclusion, although not necessarily in the form used in 1969. The procedure was specified in the following instructions to the Teacher Candidates:

> Formulate your contract using the form already distributed or a form you'd like to use as a FYT with your pupils. In either case, you'll want to include the basic 7 aspects of a contract --
>
> 1. Diagnosis - statement of problem or need.
> 2. B.O.
> 3. Procedure you'll follow.
> 4. Resources you'll use (people, places, experiences, books).
> 5. Criteria for evaluating your end product.
> 6. Way you'll "report" your "findings."
> 7. Followup in FYT classroom.

Using the rationale that this kind of individual contract is the kind of contract base they may want to use themselves for individualized instruction with pupils in the classroom, the Teacher Candidates were urged to adapt these categories to their own particular language or format. Some staff members suggested some of their own ideas, thoughts, and suggestions (see Appendix Y), but in no way did they attempt to tell the Candidates what activities to select.

Within three days the Teacher Candidates had formulated their own contracts, written a concise abstract of what they planned to do, with one of the Instructors as a Resource Person, and made an appointment to check it out with the staff member having that responsibility. His approval did not mean applying his own criteria, but rather his checking the completion of the seven aspects, the logic of the procedures as applied to the Behavioral Objectives, the reality of the criteria of evaluation, the practicality of the follow-up in the classroom, etc. What was stressed was that it was the individual Candidate's contract and his own criteria with the TTT experience helping him to formulate a defensible study. The students produced a range of creative and realistic contracts. Of the 28 reports, 15 were selected to be reproduced in some quantity for the use of the others as source material when they became First Year Teachers in 1970-71. The complete list of contracts with the fifteen starred, appears in Appendix Y. The only drawback of the Contract identified by the staff, lay in the difficulty of balancing high staff expectations and student freedom. By relying on Candidate self-direction, the TC Trainer responsible for administering the contracts found it hard to follow up if "flaws" developed. At the same time, the ability to let students fail and learn from consequences was suggested by some staff and Candidates as an area for TTT Training, so that these difficulties could be sustained.

III. EFFECTS, OUTCOMES, PRODUCTS

Much of the TTT training will bear fruit in the succeeding years -- in community leaders, children, teachers, and professors. There were signs of immediate effects however in terms of changed behavior, training products, and curriculum development in the 1969-70 STEP-TTT program.

Within the project, the TTT staff members expressed and demonstrated impact of training in: development of interpersonal management skills of group process; administrative skills of shared accountability; receptiveness to alternative ways of teaching; identification of a STEP-TTT career ladder approach which included Taba Teaching Strategies to Develop Children's Thinking, Taba Social Studies curriculum, multi-approach to Reading/Language Arts, manipulative Mathematics, the "Integrated Day" of the British primary schools, and development of a coordinated preservice and inservice teacher education program with specified competencies and periodic evaluation.

The incorporation of Media into the 1969-70 curriculum was strong because there had been criteria established to determine the selection of video subjects, and both teamwork and constant communication among the instructional staff and the Media Specialists. Media was involved in all training levels, including the community Western Addition Festival and the graduation exercises of the Opportunities Industrialization Center (OIC). Teamwork was best examplified by the instructors' use of video along with the Teacher Evaluation Scale in the classrooms of TC/FYT; the instructors' use of video and photography in formal instruction; the instructors' and trainees' use of video and photography for evaluating; microteaching; and the editing of ten training films by the Coordinator of Teacher Education and the Specialist (training film on inductive strategies, multi-ethnic content, science, micrography, and manipulative mathematics). The major weaknesses in the video program stemmed from the unavoidable time lag when equipment was stolen, thereby making it impossible for pre-post evaluation of the Teacher Candidates and workshop followup in the classroom.

TTT members had an effect on the College in three major ways: (1) staff members' participation in departmental discussions such as involvement of the College in the District move to integrate schools; (2) staff members' work on committees (advice on three-semester credential sequence in Curriculum Committee, screening procedures for Credential Review Board, development of Masters Program on MA Committee); and (3) individual interaction and dialogue resulting from (1) and (2) above (individual College faculty members visited the TTT Center of activities; the Chairman of the Music Department took an active role in planning sessions of the Advisory Board; a Math Professor attended geoboard workshops at Dudley Stone School; an inner-city Elementary Education Professor described Math Workshop materials and had Teacher Corps trainees visit the Center).

At the District level, and through the continual liaison work of the District Instruction Coordinator, administrative personnel from the District Office visited the Center for conferences and explored the manipulative apparati and materials. The Coordinator herself was invited to participate in meetings of District Principals and Specialized Teachers.

At the Schools level, the Principal of a T-school requested a geoboard workshop for teachers and parents, and the Community Representative, Instructor/Supervisor, and Math Instructors presented such a workshop at which parents, teachers, professors, and pupils all learned toegether. Upon hearing of plans for the Active Learning Center, three schools have requested communication and involvement. Perhaps the most striking example of positive effect in schools was the petition presented by a TT school asking that STEP-TTT locate its 1970-71 program in its school, the key school in the upcoming desegregated complex in the District.

In classrooms, through working with TT Instructors and the TC Instructor/Supervisor, TT teachers changed room environment and grouping practices, tried Social Studies strategies, adopted manipulative materials and activities, and assumed teaching of multi-ethnic units -- all started by the teachers.

There were a number of specific instances in which the STEP-TTT impact went beyond the Project, College, School District and Community. The most notable were through: (1) professional conferences; (2) the large number of visitors who came to learn about STEP-TTT, talk with its staff and, as time allowed, see some of the TTT components in action; and (3) participants in the workshop sessions based on active learning.

The Coordinator of Teacher Education planned and chaired an afternoon action lab for the 1970 ACDC Conference held in San Francisco in March. About twenty visitors participated in a discussion of the project, examination of materials, and analysis of a video tape of a Teacher Candidate. Several participants returned later for further inquiry.

The Student NEA "heard" about STEP-TTT and sent a national representative to learn about the program. As a consequence of this visit, they printed an article (App. Z), written cooperatively by STEP-TTT Teacher Trainers and Teacher Candidates, on the training component for Teacher Candidates; and asked STEP-TTT to participate in their annual conference. This participation itself was innovative in that a total group of conference participants were bussed from San Mateo (another Bay Area city) to the STEP-TTT Center for a full morning of study, with the Third T's, about the innovations used in the TTT program for training Teacher Candidates. The TTT staff was very much encouraged by their challenging questions and enthusiastic responses concerning the program.

One of the strongest effects of the STEP-TTT training which went beyond the project can be attributed to one of the most active components of the curriculum -- the workshop sessions, primarily in Math but also in Reading and Language Arts. From this active form of learning experiences, some members of the staff began to develop a series of voluntary training workshop sessions on "Learning Possibilities in Space," "Freedom to Learn" in British Infant Schools, and construction of learning space. As a result, visitors from several independent schools, Teacher Corps, and non-STEP-TTT schools arrived to explore the learning possibilities and to ask to be included in future workshops.

In view of this effect of active learning experiences at the TTT and TC levels, the Director of Schools for the Future, Caleb Gattegno (Cuisenaire Rods and Words in

Color) elected to use the STEP-TTT facilities for his scheduled three-day seminar on "The Subordination of Teaching to Learning."

The above are some examples of the many ways in which STEP-TTT disseminated information about its activities.

IV. PARITY IN STEP-TTT

Our concept of involvement of community, liberal arts, school personnel, etc. -- the Parity Principle -- is involvement in an actual working relationship (in Appendix AA and also Appendix A are some of the kinds of things that have been done in these areas in keeping with that concept). We feel that it is more important to have fewer persons involved, but have those few sincerely interested, representative, and as a result giving more valuable input and being able to disseminate information about the STEP-TTT project from some first-hand knowledge. In keeping with this concept, you will notice that the following summary report on parity stresses active participation.

The Community

We started the year with two part-time regular staff community representatives. One is a resident of the Haight Ashbury community and her two children attend Dudley Stone Elementary School. She has long been active in this community's activities, having participated in organizing the Haight Ashbury Children's Center. Formerly Publicity Chairman for the Dudley Stone PTA, she is now its Vice President. She is Park South Complex representative, and as an interested person, worked with the Ernest Ingold Branch Boys' Club. The other community representative is a resident of the Western Addition community and her children attend Raphael Weill School. She was President for two years of the Raphael Weill Parent Organization.

Their primary responsibilities were: to participate as much as possible in relevant TTT activities and in schools and organizations in their community areas; to act as two-way communicators, feeding into TTT community/schools thinking relevant to education and in particular to teacher training and to STEP-TTT activities, and feeding out information about STEP-TTT objectives and activities. In addition, as much as possible they attempted to actually help in community education endeavors.

The representatives served also as community resource people in the College methods courses for the potential T participants, in the inservice seminar for potential TT's and in the training by sharing sessions of the TTT group. They were also responsible for bringing in other community people to contribute/participate in these training programs.

It soon became evident that we needed more staff time for these and other community involvement activities. Thus, as the total group was discussing and evaluating our community involvement and facing the fact of an already obligated tight budget, various TTT and TT volunteered to take overload work in order to free one member of the group to help in this area.

During Spring semester, the community/school/project involvement was broader and more effective. It allowed us to do something for the community people who were so willing to do something for us; to work in areas like this:

1. The development of a tutorial and enrichment program at the Haight-Ashbury Children's Center.

2. The recruitment of parents for enrollment in general education courses preparatory to taking the High School Equivalency Test, and a series of educational sessions for their self-improvement.

3. Construction sessions at Raphael Weill and Dudley Stone Elementary Schools. Such a program is designed to facilitate interaction between parents and teachers, construct materials for use in the classroom and assist parents to an understanding of current concepts and strategies presented within the school.

4. The initiation of a news series in the Sun Reporter (a newspaper distributed primarily in the Western Addition target area) which is designed to facilitate three-way communication between community, school district, and college.

5. Preparation and distribution of a STEP-TTT Newsletter in an attempt to keep parents, educators and community abreast of educational developments within the STEP-TTT project, the schools, the community and the College.

6. Provide instruction by "helping parents to help their children," and through helping teachers to interpret and respond to the needs of the ghetto residents.

7. Encourage participation of community people in educational endeavors, including the school, and encouraging the participation of educators in community activities.

We also opened the way for parents to come into seminars or open sessions to talk to teachers and teacher trainers about what they expected of teachers in the education of their children.

In addition to these kinds of involvement, various TTT staff and trainer-trainees also became involved in the community. In Appendix AA there is an example list of one person's activities, also examples of other STEP-TTT community involvement.

San Francisco Unified School District

The program report describes in detail the numerous joint activities in the San Francisco Unified School District schools; therefore we will only summarize the major ones:

1. The District Assistant Superintendent, Instructional Development and Services, works directly with STEP-TTT in planning and expediting the program.

2. Three persons assigned to the District Instructional Development and Services Office were released full time to STEP-TTT as Third T trainees, with partial salary paid by the District.

3. One of the three persons from "2" above was assigned part time during 1969-70 as the District/STEP-TTT Coordinator, with responsibilities for communication and coordination between the District and STEP-TTT as to planning, policies, implementation, etc. (see description in Appendix I).

4. Various District staff people -- in Personnel, Curriculum Development, Subject Specialists for Teacher Training -- have participated in meetings with STEP-TTT staff/Third T trainees.

5. The District placed 17 "T's" in 8 schools under a "First Year Teacher Program" with STEP-TTT, which involved the cooperation of the Personnel Department and the Principals of the schools where these T's were placed for potential TT training -- with an additional 7 T-TT's from STEP-TTT who were in their second and third years of teaching.

6. Cooperatively with the District, a group of 17 experienced teachers from 5 schools were selected and participated in STEP-TTT training as Supervising Classroom Teachers (TT) to become effective trainers for student teachers.

7. A total of 30 student teachers in the STEP-TTT were placed in pairs in a different kind of student teaching program with the TT's and the TTT trainees.

8. Some District personnel came into the College Methods Courses to give teacher candidates firsthand knowledge about District policies, expectations, etc.

9. The SFUSD Assistant Superintendent attended the Phoenix Conference on the "Year of the Liberal Arts."

10. Some schools in the District offered their schools and had entire faculty participate in some STEP-TTT special sessions.

San Francisco State College, School of Education

1. The Dean of the School of Education, the Chairman of the Elementary Education Department and various other members at specific times and on specific issues participated directly in STEP-TTT planning and problems.

2. The Chairman of the Elementary Education Department and a representative from the Education Administration Department were volunteer time participants in the STEP-TTT Management-Development sessions.

3. For the first time in the history of the Elementary Education Department, project staff-trainees, including those from school districts, were given status with the faculty, participated in faculty meetings and as contributing members of ongoing and special faculty committees.

4. Those Third T trainees not released from the School District were formally appointed to the faculty on a Direct Hire basis.

5. The Elementary Education Department approved special off-campus innovative methods training courses for fifth year (graduate) students to be taught by STEP Third-T trainers, for one section of teacher candidates, and gave institutional support for salaries for that portion of teaching by Third-T trainers.

6. As a result of the Chairman's participation in STEP-TTT Management Development sessions, he initiated a "Sensitivity Group Training" for his own faculty members for both the Fall and Spring semesters.

7. Some of the Department's interest and follow-through on changes and innovations were "kicked off" by a STEP-Elementary Education Department jointly-sponsored "Symposium."

8. The interest and direct participation in STEP-TTT by the Department Chairman gave him impetus to innovate within the Department (i.e., a First Year Teacher special section was given institutional support in the regular program).

9. STEP-TTT spent a great deal of time in planning and implementing a screening process for teacher candidates to look at their strengths and weaknesses in relation to their potential as teacher candidates. In 1969-70, the Elementary Education Department began to develop a way to screen applicants for the Standard Elementary Education Credential and requested use of STEP-TTT videotapes (see Appendix BB).

10. The Department Direction Committee works with project involvement. Following is an excerpt from a Committee report:

> "The Committee has been working overtime in trying to get a handle on the Committee's primary function, that of suggesting for departmental approval some criteria for department direction. Two meetings have been held with project directors and members of department committees in an effort to identify issues revolving around project involvement. The Committee's next session will be with some San Francisco Unified School District administrators."

11. Partially because of projects' (including TTT, Teacher Corps, O.M.I., etc.) working relationships with School District and Community, the Education Department seems to have become more aware of the need for closer cooperation by the regular program personnel with both the School District and the Community (note excerpt above). For example, the Department has become involved in the SFUSD program for developing complexes (see memo in Appendix CC, and note that four of the participants are College STEP Third T's).

12. Some of the College-Project interaction, support, and influences are not direct enough to be explicit (i.e., the STEP-TTT ethnic minority group may or may not have influenced the almost all-white faculty toward more cross-cultural representation on the faculty -- this has come about this year; STEP-TTT participation on the Curriculum Development Committee influenced some new directions in this area).

13. The Chairman of the Elementary Department was interested in having at least two of our Third-T trainers from school districts as regular College Supervisors in the student teaching program, although they had not completed their second year of training with STEP-TTT.

The Liberal Arts

Participation of the Liberal Arts was the weak parity link in STEP-TTT in 1969-70. Following are some of the attempts made by STEP-TTT to move in this area:

1. We talked with the Chairman of the College-Wide Teacher Education Committee and asked for an opportunity to discuss with that group the STEP-TTT program and how we might all work together in sharing ideas and activities toward better teacher training.

2. We contacted various Department Chairmen, or representatives when the Chairman was not available, to alert them to our thrust for involvement in Liberal Arts.

3. In planning for the 1970-71 program, we included active participation with representatives from the Liberal Arts in our double thrust: the Taba training and the Active Learning. In the Taba training, representatives from Liberal Arts will actually participate in the full one-hour per week STEP-TTT (emphasis on Third T) training. In the Active Learning, plans are under way to have Liberal Arts representatives actively participate in the open sessions.

4. We worked with Dr. Frank Oppenheimer, Director of the Exploratorium and the Palace of Arts and Science Foundation, to develop a cooperative program whereby that Foundation, together with persons from Arts and Sciences from colleges and the community in this area, would contribute toward offering teachers and pupils enrichment in arts and sciences at the Exploratorium. Dr. Oppenheimer's staff and our staff are now working on a joint proposed program to expedite this. This is a unique cooperative venture.

5. We contacted various representatives from the College Education and Liberal Arts, the community, other projects concerned with education, and the School District to meet and plan for an Advisory Council for STEP-TTT for 1970-71.

6. STEP-TTT took three representatives from the College Liberal Arts to the TTT Cluster Conference in Phoenix (April 30-May 2). They were Warren Rasmussen, Chairman of the College-Wide Teacher Education Committee at SFSC; Donald Barnhart, Chairman of Social Sciences at SFSC and presently working in one of the elementary schools with an Education professor; Luis Kemnitzer, Assistant Professor in Anthropology at SFSC, who has been affiliated with and still works closely with Ethnic Studies, especially in the area of Native American Studies. (Dr. Raymond Pitts, Assistant Superintendent of San Francisco Unified School District in charge of Instructional Development and Services, also attended, along with Florence Bradford, District/STEP-TTT Coordinator, Elizabeth Titsworth, Acting Director for Spring Semester, and James E. Bixler, Director of STEP-TTT.)

7. STEP-TTT considers Liberal Arts Parity to include not only representatives from the officially cooperating College and School District, but also representatives of Arts and Sciences from other institutions and from professional work in the business community. For example: On May 14th from 3:00 to 5:00 p.m., Sim Van der Ryn from the University of California at Berkeley and from the Farallones Institute (environmental design) held a special session open to all Third T's, TT's, T's and community representatives to discuss and show slides about enlivening classroom environment for the learning of children; a special session was held for all TTT participants at the Palace of Arts and Science to provide personal experience of the principles as they "worked" the apparatus at the Exploratorium.

STEP-TTT Advisory Board

Until the time of the first site visitation in midyear, the STEP-TTT program had been operating under an interval policy-making group composed of Third-T trainees drawn from College, District, and Community. The principle underlying this system of project guidance and implementation was to give TTT staff an opportunity to develop skills in democratic administration, with full participation in the planning and decision making for the project and its implementation. Included in this staff group were two Community persons, three District persons, six College persons, and two teachers hired for the project.

During the first site visitation, this policy-making body and the site visitors discussed at some length the desirability of a different kind of organization to act as an advisory board. As a result of this discussion, representatives from the TTT staff contacted other organizations with advisory boards and attempted to gather enough information about makeup and operations to organize an advisory board for the project.

The information gained from this investigation was considered and a recommendation to bring together a group of representatives from the different parity areas to plan with the STEP-TTT staff was adopted.

As a result of this decision, an initial interim advisory board meeting was held on May 7th (see description and list of members in Appendix DD). As a staff, we are not certain the direction proposed by the Site Visitation Team is the most expeditious direction. The problems lie in the fact the "representatives" of various groups are hard to identify on more than a token basis, as well as the fact that formal representatives from organizations and areas may not be knowledgeable regarding TTT. However, we will try the recommendation and assess the consequences in the coming year.

ED046862

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APPENDICES FOR DIRECTOR'S REPORT

SAN FRANCISCO STATE COLLEGE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

TEACHER EDUCATION PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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T T T

APPENDICES for

Final Report
September 1, 1969 to August 31, 1970

SP004544

STEP Newsletter

San Francisco State College
San Francisco Unified School District } Teacher Education Project
Sausalito School District

San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132
(415) 469-2296

OIC Building
770 McAllister Street
San Francisco, California 94102
(415) 922-3100

May, June 1970

Introducing Mrs. Jolla Moor, Aide Coordinator, Raphael Weill School --

I'm working in the capacity of Aide Coordinator at Raphael Weill School, which means that I function as a group leader for the paraprofessionals here. I see the role of the paraprofessional as being a co-teacher -- one who works closely with the teacher in any learning situation, not just doing the trivial tasks of correcting papers, arranging bulletin boards or acting as disciplinarian, but as a second teacher the second pair of eyes, to instruct small or large groups of children in the material with which they are working; letting their main focus, again, be on the children.

The paraprofessionals at this school are very capable of performing these tasks and many others that I would never be able to describe on paper. Some paraprofessionals are not being used to their fullest potential. Some are being used in good learning situations which enable our children to achieve the level of learning best suited for each child. When the paraprofessionals are allowed to function in the actual instruction of children, besides helping the children, they themselves become motivated and inspired to further their own education.

Teachers should not feel threatened or frustrated when the paraprofessionals are able to accomplish something with the children where the teachers haven't felt successful. It should create an awareness on the part of the teacher that the paraprofessional is doing an effective job of relating well with children.

I'm not saying the teacher's aide in the classroom is what's making our children produce this year, because there is no yardstick for measuring the effectiveness of our paraprofessionals; but we're saying progress in which we see our children moving proves something. Children who last year didn't read at all are now reading -- wanting to read -- because the second person has strengthened the other to do things necessary to make a good learning situation.

Our situation at Raphael Weill is unique. Through the efforts of our community and the help of the Board of Education, we are able to bring about changes and enrichment for educationally deprived children.

* * * * * * * * *

I am just standing here
Watching the blue sky
Turning to dawn.
...*Cheryl Baca*

The blooming of the flowers
Made the hungry bees
Happy.
...*Frances Espinosa*

I run fast from my shadow
I run very fast
It runs with me.
...*Sandra Stewart*

In the middle of Spring
The petals from flowers
Fall into the mountain
streams.
...*Josephine Bush*

The blue waves of the ocean
Slowly calm down
For an overnight sleep.
...*David Spruill*

The blue sky above, movin
slowly
Following the wave of wat
Near the beach.
...*Norman Parais*

Critique by College Supervisor, June Williams -- *These poems are a result of an Ecology unit taught fifth and sixth grade students by STEP student teachers at LeCon Elementary School. Some objectives of this unit are to develop an awareness of how man is only one part of the entire universe, and how all parts of life relate and depend on each other, also to appreciate and preserve nature. From this study students have become conscious of many problems which threaten man and nature (i.e., a pollution, litter, destruction of plant and animal life).*

THIS

IS

OUR

LAST

NEWSLETTER

THIS

SCHOOL

YEAR

We have enjoyed communicating with you and appreciate your responses to us.

On the following pages we have given a brief OVERVIEW of STEP-TTT to bring together for you our various activities in a summary form. We will welcome any comments or suggestions from you regarding our program.

Happy Summer!

SOMETHING TO THINK ABOUT: You, the parents, are the fulltime teachers for your children for most of the summer.

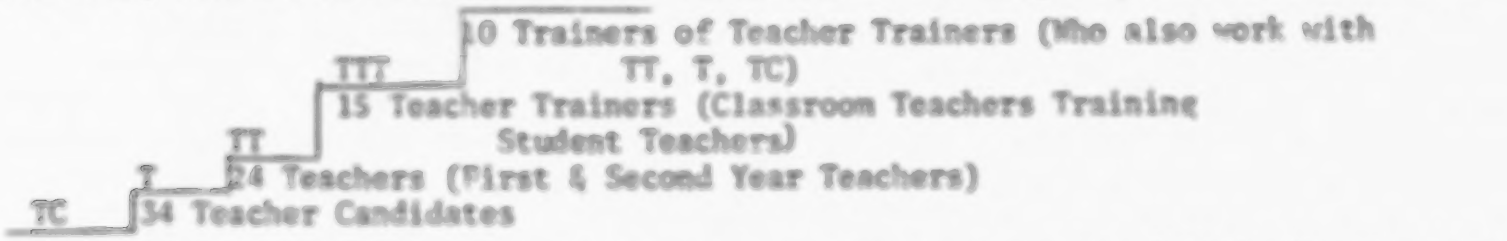
OVERVIEW OF STEP-TTT

History - STEP started in 1966 as the Sausalito Teacher Education Project. It was a cooperative effort of San Francisco State College and the Sausalito School District. The Sausalito School District was selected since it had just desegregated its schools. The goal of the program was to develop ways to prepare teacher candidates to be more effective with students in desegregated classrooms. From Spring 1966 through the Spring of 1969, three groups of teacher candidates completed their credential through the STEP program.

The program was a combination of instruction and classroom experience. There were changes in methods for each of these groups, because we tried to improve each year. For example, we realized that we should have a program for classroom teachers who would be working with our student teachers so that they could help us in training student teachers. We added this in 1967-68. The Sausalito School District had few vacancies for hiring our graduates, and we needed to add experience in other types of classrooms. Thus we expanded to having student teachers in the San Francisco Unified School District in 1968-69. It then became apparent that we should have a supportive program for our graduates placed as First Year Teachers in the San Francisco District, so that these teachers would have an opportunity to be even more effective with the children in their assigned classrooms. Therefore, this year (1969-70) we moved our program into the San Francisco Unified School District and worked with about 24 First and Second Year Teachers.

We also became concerned about the effectiveness of instructors who help to train teachers. We felt that we should have a combination of College personnel and Master Teachers right out of the classroom in a team program of training to be teacher trainers. We began that program this year also.

Now - The present program is called "STEP-Triple T" (STEP-TTT). The "S" in STEP now stands for San Francisco State College and the San Francisco Unified School District. The "TTT" stands for the three teacher training components. Actually, this year we have four, because we included Teacher Candidates. Our program looks like a ladder:


10 Trainers of Teacher Trainers (Who also work with TT, T, TC)
TTT
15 Teacher Trainers (Classroom Teachers Training Student Teachers)
TT
24 Teachers (First & Second Year Teachers)
T
34 Teacher Candidates
TC

"TC" - The Teacher Candidates are SFSC students who have completed their four years of college for the BA degree and are in a 5th year program to fulfill requirements for the Elementary Credential. Their training is a combination of: instruction at the Center, participation in the classroom in relation to their instruction, then student teaching four full days a week during second semester, with Friday devoted to seminars and small group sessions with their instructors. The student teachers are in pairs in the classrooms of the "Double T." They are placed in pairs to give them experience in the team approach to teaching, the value of sharing ideas and problems, and to give more attention to and experiences for your children.

"T" - The "First T" are the STEP graduates placed in the San Francisco Unified School District. This program is a helping relationship of the instructors with the "new" teachers. They discuss problems, do some planning and evaluating together and at times the instructor teaches a session in the classroom. This program is to help the "new" teacher to become an even better teacher for your children.

"TT" - The "Second T" (TT) group are classroom teachers who want to improve their own knowledge and ability and help train student teachers. This group has one three-hour training session each week and also works with the instructors and the student teachers to give your children a better education in the classroom.

"TTT" - The "Third T" component (TTT) is to train master teachers from the District and personnel from the College to be effective teacher trainers. This group of "instructors" has special training sessions in teaching strategies. They also "teach" each other by sharing their special knowledge and experiences. In addition, they act as a team in training teacher candidates and in working with classroom teachers who have our student teachers.

Community - Another part of the STEP-TTT program is community involvement. We have a full-time person in Community Services and two half-time parent representatives. The community activities are varied but include communication (such as our Newsletter) and work with community organizations and activities (such as Child Care Center and adult education classes four nights a week for those who have dropped out of high school and want to progress in their education), and an attempt to bring parents and teachers to closer understanding. Parents participate in some of our instruction at the Center to give our groups their expectations for their children and from teachers. We are also developing an Advisory Council which will have a large community representation.

Liberal Arts - We are now attempting to bring in more involvement from arts and sciences. We have already had representatives in for our open learning sessions, such as a Professor in Architecture at the University of California at Berkeley who discussed and showed slides on how dull, boxy, school buildings and classrooms can be made bright, exciting learning centers through imaginative use of places and spaces. We are cooperating with the Exploratorium on a program for Museum as a Classroom; have persons from a Drug Treatment Program in the Haight-Ashbury conducting a Workshop on Drugs, etc. We also have representation from Liberal Arts persons on the Advisory Committee.

Cooperative Effort - In our program we are striving for cooperation among the College Education Department, Schools, Community, and persons from arts and sciences. Our 1970-71 program will focus on the First T, who will be in a number of different schools in the District, concentrating in one school on a "Second T" training program, and emphasis on the "Third T," especially as this group puts into practice a partnership training-learning program with the classroom teachers. Another major thrust will be the development of an ACTIVE LEARNING CENTER.

Our Center - Our program center is at 770 McAllister Street. This center was just a vacant third floor which had been used primarily for storage. We all worked on developing it -- with students, teachers, professors and some community persons cleaning, building shelves, painting, moving in old desks, putting up bulletin boards. That is why it feels like a warm activity center instead of a cold office area. In this center there are classes, workshops, open learning sessions. Next year we plan to make it an ACTIVE LEARNING CENTER, open to any teachers, teacher aides, students, parents, etc., who want to teach so that children can learn by being directly and actively involved in the learning process.

Our Goals - In our teacher training we want more than subject matter knowledge and teaching competency; we want sensitivity, flexibility, and commitment. We want the "child" to be the most important concern of all our teaching-learning activities. For the child is our hope for a better world. And the environment we all (teachers, parents, friends, government, television, newspapers) give him in which to grow will determine the kind of contribution he will make to himself and the society of his generation. We feel the commitment to do what we can and will genuinely appreciate anything you can do to help us.

STEP-TTT Calendar of Experiences 1969-70 - STEP-TTT/SFUSD/SSD/SFSC/Communit

	Sept. (2 wks)	Oct. (4 wks)	Nov. (4 wks)	Dec. (3 wks)	Jan. (4 wks)	Feb. (4 wks)	Mar. (5 wks)
	I.	II.	III.	IV.	V.	VI.	VII.
FOCI:	Objectives/Diagnosis/Content/Materials/Strategies/Activities/Evaluation						

	P R E T E S T	I. explain identify illus- trate write	II. explain list describe	III. explain identify outline use cite	IV. list file state crite- ria 3 les- sons	V. explain identify describe use VI. explain list illustrate use	(Dec. 18)	E V A L U A T I O N P 1	VII. explain list write	(Feb. 3-4)	E V A L U A T I O N P 2	(Ma Seminar in (interviews with SFUSD Personnel Office for TTT positions)
	micro teaching												
	observe checklist (2 pupils)	Reading Group Teaching Tues. mornings Date will be individually determined as students meet competencies in Objectives, Diagnosis, Content and needs on-going competency measures in materials, strategies, and activities							Teacher Assisting A.M. Tues.-Thurs. (Jan. 6 - 16) (2 wks.) paired to teach groups in R/LA Soc. St. Math			Student Teaching I (Feb. 9 - Mar. 20) (6 wks) paired for 4 weeks; one student alone for 1 week while other prepares. Other student alone for 1 week while other prepares.

T First Year Teachers receive TTT Supervisors' aid as requested.

S. Supervising Classroom Teacher Seminar in Teacher Training.
Classroom Supervision of pairs of Teacher Assistants/Student Teachers.

TTT Staff meetings ..... On-the-job training .....

es 1969-70 - STEP-TTT/SFUSD/SSD/SFSC/Community - Preservice/Inservice

wks)	Jan. (4 wks)	Feb (4 wks)	Mar. (5 wks)	Apr. (4 wks)	May (5 wks)	June (1 wk)	July (2-5 wks)

VI. Activities/Evaluation VII.

(Dec. 18) VII. (Feb. 3-4) (Mar. 30) (June 1-4)

EVALUATION #1	explain list write	EVALUATION #2	Seminar in (interviews with SFUSD Personnel Office for FYT positions)	EVALUATION #3	Student Teaching	EVALUATION #4	Summer Contract to prepare for FYT	EVALUATION #5			
	Teacher Assisting		Student Teaching I (Feb. 9 - Mar. 20) (6 wks)		Student Teaching II (Apr. 7 - May 28) (6 wks)						
	A.M. Tues.-Thurs. (Jan. 6 - 16) (2 wks.) paired to teach groups in R/LA Soc. St. Math		paired for 4 weeks; one student alone for 1 week while other prepares. Other student alone for 1 week while other prepares.	PLANNING	paired for 5 weeks; one student alone for 2 weeks while other prepares. Other studen. alone for 2 weeks while other evaluates.		(possible extended experience)				

as requested.

Training.
ents/Student Teachers.

SECTIONS OF INSTRUCTION

Foci for Sequence of Instruction STEP-TTT, 1969-70

The following objectives must be exemplified at a grade at both the primary and intermediate level.

I. OBJECTIVES

1. Explains what is meant by an educational objective.
   Tells why important for effective teaching.
   Cites or lists at least 3 examples they consider important in each of the curriculum areas.
2. Identifies at least 4 different types of major educational objectives and gives examples of each (behavior, attentium, thinking, skills).
3. Explains what is meant by Behavioral Objectives.
   Tells why important for effective teaching
   Writes several examples of behavioral objectives in each of the major curriculum areas.
4. Explains the relationship between behavioral objectives and evaluation measures.
   Gives examples of specific questions which could be used to determine the degree to which certain objectives have been achieved.

II. DIAGNOSIS

1. Explains what is meant by "diagnosis" and lists different forms.
2. Explains rationale for diagnosis in the classroom.
3. Describes the strengths and weaknesses of a pupil (both at primary and intermediate level) in the Curriculum areas of SS, R/LA, Math.
   (Check list to be provided).

III. CONTENT

1. Explains what relevant content means with regard to a multi-ethnic society and its important social and personal problems.
2. Explains what relevant content means with regard to urban inner city children and cites at least 3 examples.
3. Identifies criteria for selecting the content.
4. Uses such criteria to select and outline in logical and psychological order a body of content.
5. Differentiates among different levels of knowledge and utilizes each in planning lessons.

IV. MATERIALS

1. List the different kinds of curriculum materials.
2. Gather and organize curriculum materials for a multi-ethnic classroom.
3. Identify criteria for selection of materials.
4. Explain how would use at least a different type of material in each of 3 lessons in their TA/ST classroom. (total of 3).

V. TEACHING STRATEGIES

1. Explains what a teaching strategy is and states a rationale underlying concept.
2. Identifies at least six teaching strategies he could use in Student Teaching.
3. Describes the use of at least three teaching strategies in his Student Teaching.
4. Uses each of these three teaching strategies in a teaching lesson.

VI. LEARNING ACTIVITIES

1. Explains what a learning activity is.
2. Lists at least 15 learning activities he could use during Student Teaching.
3. Explains how to use at least 5 learning activities in each curriculum area.
4. Uses at least 3 of these learning activities in a teaching lesson.

VII. EVALUATION

1. Explains what evaluation involves and lists kinds of evaluation processes.
2. Prepares objective and subjective "evaluation items" in SS, P/LA, Math for use both during and at end of periods of instruction.

TEACHING EVALUATION SCALE

TEACHER: _____ GRADE: _____ SCHOOL: _____ DATE: _____ OBSERVER _____

RUBRICS OF LESSON	CATEGORIES OBSERVED	RATING SCALE (Quality of Lesson) 0	1	2	3	4	5	COMMENTS
AIM	1. Communication of Aim: (indicates Purpose of lesson)							1. # Non-attenders _____
OPENER	2. Pacing							2. Method to gain attention _____
ORGANI-ZATION	3. Sequence of instruction: (Materials presented in logical order)							3.
	4. Relevance of materials: (Materials related to pupils' lives in multi-ethnic urban community)							4.
	5. Appropriateness of Method Used: (Strategy is appropriate to aim, content, pupils)							5.
	6. Appropriateness of Materials: (Level & content are suitable)							6.
PUPIL INVOLVE-MENT	7. Pupil involvement: (pupils actively participate in the lesson)							7. # Responders _____ #Irrel. _____ # Disrupt. _____
PERSONAL TEACHER CHARAC-TERIS-TICS	8. Clarity: (Communications understood by pupils)							8.
	9. Sensitivity/Responsiveness (Modifies his behavior in response to needs expressed by individuals and groups in class)							9.
	10. Control: (Maintains atmosphere in which learning can take place; handles discipline)							10. How handle irrel. beh. _____ How handle disrupt. beh. _____
	11. Support of Pupil: (Helps and encourages pupils)							11.
WRAP-UP	12. Closing of lesson: (Closes lesson so that pupils know where they are in relation to aim)							12.

CLASSROOM CLIMATE

	0	1	2	3	4	5	
TENSE							RELAXED
OPEN							CLOSED
WARM							COLD
FORMAL							INFORMAL
INTERESTED							BORED
CLOSE							DISTANT
STIFLING							FREE
ANGRY							PEACEFUL
HAPPY							SAD
VIBRANT							DRAGGING
INTENSE							QUIET
EXCITING							BORING
DIFFICULT							EASY
FAST							SLOW
STRONG							WEAK

APB:jc
2/17/70

Working Paper ITT Training and its relationship to TC Training *

I. Basic input (Reading prior to Feb. 1970)

Edith Biggs, Freedom to Learn

Fantini + Weinstein, The Disadvantaged

Wm. Glaser, Schools Without Failure

Nat Hentoff, Our Children Are Dying

II. Topics - B.O.'s - in rough order; details to be added

A. Principles of supervision (T.T.T.) → Assessment of TeacherStyl (TC)
   - agree: How talk, elicit ?'s, elicit concerns, How suggest alternatives
   - (focused on specific indices, rel. to TES items)

B. Role of teacher - STEP-TTT - →
   - Identify roles, styles

C. Control techniques - → control techniques
   - STEP-TTT agreement re: feelings, acceptance, public standards of writing, behavior, speech, dress, etc.
   - (later case studies How would you handle

D. Classroom management → management of materials, records, in TA/ST
   - STEP-TTT goal for FYT files, books, organiz. of curric. areas, clothes, etc.

E. Planning → planning TA/ST expectations for lesson plans - rationale strategy
   - STEP-TTT identific. of common elements in lesson plans req. by principles. Agree on STEP-TTT requirements.

* By Bradford, Burton, Corrigan, Whelan

F. Testing - Diagnosis → Workshop?, assessment of "where child is" emotionally and academically
Frostig
I.T.I.P.
Schools etc.)

H. Learning Theories; → point of ref. for TA/ST teaching. Incidental? or direct teaching?
Skinner
Bruner
Piaget
and rel. to Curric. Practices

I Classroom Environment
identify char. of STEP-
III classroom-
bulletin boards rel. to
ongoing learning
interest/activity centers,
(writing corner,
plants, art, listening...)
"collective junk box"
Models of bull boards by staff
diff. levels of thinking
multi-sensory
multi-ethnic → Workshop-
strategies; cognit. + aff.
value of differences-
rel. to unit- motivation
? asking
expression
wrap-up.
space for pupil or student
samples- and comments.

J. Role Playing. (Shaftel?) → Workshop around children's problems TA/ST problems

K. Curriculum Projects (Leslie Smith?) →
Eng, US., etc.
Black, Chicano, Native Amer, Oriental -

L. Child Development, Lang. Development

M. Reading ; Approaches, Remediation ⟶ Workshop. (McCullough?) Reading case studies - where to refer.

N.

January 14, 1970

MEMO TO: STEP-TTT Staff

FROM: Norman Wallen, Coordinator, E & R

SUBJECT: Working Paper - STEP-TTT

There seems to be considerable agreement on the part of the STEP-TTT staff that the time has come to develop a clear statement of STEP-TTT philosophy and program. As I understand it, this is to be one of the main activities of the TTT Seminar in the coming months. This paper is offered as a place to start. It represents nothing more than an attempt to articulate my own perceptions of what STEP is all about. I am going to try to do this within the following framework. It seems to me important, first, to try to spell out the kind of influence which we believe schools should ideally have on the children who pass through them. Second, it seems to me important to try to spell out the kind of conditions within the school and classroom that we think are likely to bring about such an influence. Third, it seems to me important to try to spell out where we are at the present time, what kinds of classroom do exist, what kind of classrooms we are working in, what the program consists of at the present time. Fourth, and probably most difficult, we should try to indicate the kind of steps that we think need to be taken to get from where we are now to the kind of classroom and school conditions that we would like to see.

1. The school's influence on the child. One of the problems in trying to wrestle with this one is that it is usually quite easy for groups to agree on very general statements of influences which the school should have, such as promoting reading skills and a positive self concept, but the task of spelling these out in sufficiently behavioral terms that one can tell whether various people are talking about the same thing is a long and laborious one. I'm not sure how much time we ought to spend wrestling with this, but I would suggest that we might take a look, for example, at the objectives of the Taba curriculum as a place to start. An example of the kind of difficulty that is encountered pertains to that of a positive self concept. There are a couple of studies, in addition to our own, which indicate that Black pupils in either segregated or desegregated settings tend to answer questionnaires in a direction that would indicate they have a very positive concept of themselves, even in academic areas where objectively they perform poorly. Yet this is in direct contrast with much of the literature which expresses the view that the present schools promote a negative self concept on the part of Black children. The point is to determine what we consider to be evidence of attainment of positive self image.

My own view is that STEP-TTT is in general committed to a kind of school experience which will promote not only acquisition of basic academic skills, such as reading, writing, and arithmetic, but in addition, at least some of what are referred to as thinking skills, certainly certain attitudes such as decentering, openness to new experience, etc. The mention of decentering, however, causes me to raise another question, and that is whether we do in fact wish to promote on the part of children this particular attitude at the present time. I think it's very difficult for anyone to disagree with this attitude or characteristic as desirable per se (decentering meaning essentially the ability to move outside oneself and attempt to perceive the world and events as other individuals might perceive them). At present, however, I suspect that at least some of the more militant of Black parents would argue that any attempt to inculcate or promote such an attitude is essentially antithetical to Black progress--since at the present time, the need is to develop in Black children both the competencies and the willingness to fight against oppressive forces in the society and not, for example, to see the point of view of the opposition, -- how do we feel about this?

2. Conditions that we would like to see in schools. I would like to see schools function very largely in the manner advocated by the most radical critics of present education, such as Paul Goodman, John Holt, etc. This means in a general way that I would like to see schools as a place where children are treated very much as individuals, where their school experiences are the result of mutual planning on the part of both the child and adults, where such planning is influenced sufficiently by adults or older children to insure that somewhere along the line basic skills will be learned as a part of the total learning experience, and where the learning experiences that are provided to each child are sufficiently varied to maintain his attention. In contrast it offends me to see classrooms in which children have absolutely no voice in determining what happens, in which there is virtually no indication that each child is unique and where the learning activities are obviously of very little interest and inadequate to maintain the attention of children for any appreciable periods of time. I am equally offended by a classroom in which there appears to be so little planning on the part of anyone that the children are essentially engaging in play activities for most of the school time.

I am also much in favor of a school situation in which children have a great deal of opportunity to explore some variation of the inquiry or inductive approach to learning, though I can't find myself agreeing with the extreme position of Postman and Weingartner (inquiry is the only approach). At the same time, I am not clear as to my own feeling about the whole business of divergent thinking. It seems clear to me that most classrooms provide too little opportunity for kids to free-wheel and yet I have always argued that subsequent to the purely fantasy exploration of new associations and ideas, it is essential that students apply some form of convergent process in order to eventually evaluate the merit of their divergent product,-- at least in certain areas such as Social Studies. Perhaps, however, there ought to be greater emphasis on certain forms of unique association experience such as those advocated by DeBono. I am also intrigued but confused by the current attacks upon Aristotelian logic. I am not sure that I understand their portent. It has been, and still is, my contention that far too few people can manage to get from A to D in a linear sequence utilizing logical principles. If McLuhan, DeBono, and others are simply telling us that in addition to this type of sequential logic, children also need to experience opportunities for other kinds of thinking and problem solving often characterized as insight or configurational, fine, but to what extent does this mean deemphasis on critical-logical thinking which has only recently begun to make itself felt on a widespread scale in the Curriculum.

With regard to the whole area of discipline, interpersonal relations, etc., I have seen classrooms and schools function in ways which come close to what I would view as idea. For example, schools in which there is no policing by adults; in which children are free to move wherever they wish within the school at any time; discipline themselves on the playground at recess and at other times; and in which there is predominantly an easy, friendly interaction among children as well as children and adults. I was also very much impressed by one classroom which I have observed extensively in which the children had mastered the principles of discussion (such as conducting a hearing of various viewpoints, majority decision with subsequent attention to the needs of minorities) better than any adult group I have ever observed--this was a sixth grade classroom. One of the most effective instances I have witnessed consisted of two teachers team teaching about 60 children in which they initially distributed the lyrics to "Sound of Silence," after which they played the record and encouraged the children to begin discussing the kinds of personal meanings which this had for them. It was my view that the following discussion, which went on for over an hour, elicited an amazing variety of highly personalized, interesting, and valuable comments from children and interaction among the children.

January 14, 1970

Working Paper - Norman Wallen - Page 3.

These are only some of the classroom and school conditions which seem to me optimal and they are in great contrast with most of what I see in inner-city classrooms. I see, for the most part, very few opportunities given to children for practice in either convergent thinking skills or divergent activities; I see the whole function of interpersonal relations and discipline handled by and large in a police fashion; I see what appears to me to be a high degree of antagonism, both pupil to pupil and pupil to adult; I see very little attention given to the whole realm of interpersonal relations, attitudes, etc. It also seems to me important that a concerted emphasis be placed somewhere in the Curriculum on the whole area of affective concerns, attitudes, etc.

3. Where we are at present. It seems to me that if we have any such conception of the foregoing as the ideal school setting and the kind of change that we wish to work toward, that we must admit that STEP-TTT has not progressed very far. I think many of our graduates would have a description of the ideal school not too dissimilar from the aspects that I have previously mentioned. I seriously doubt, however, whether they have acquired the experiences which would enable them to successfully conduct such a classroom in even the easiest teaching situation and clearly for the most part they are incapable of doing this in the present inner-city classroom. At the present time, it seems to be our assessment that the reason they can't move toward the kind of classroom that we would like to see is basically that they lack certain basic teaching skills which are prerequisite. One of these seems clearly to relate to discipline in that we have been increasingly insisting that our teachers must be willing to become authoritative in the sense of stating clearcut rules on conduct and tolerating no violations. Does this mean in fact, as we seem to be saying, that it is not possible to give beginning teachers other kinds of tools with which to overcome the discipline problem, such as creating better learning experiences. It seems to me that the present goals which we have for our preservice students are essentially geared to getting them to a point where they can maintain adequate classroom discipline, where they can at least begin activities for students which we think have good potential for developing basic skills, reading, arithmetic, etc., and in addition, hope that we have introduced them to enough of the newer developments in Curriculum that they may eventually use them and begin to move their own classrooms and others at least somewhat in our ideal direction. With regard to the supervising teachers that we work with, it seems to me that we focus primarily on the latter--introducing them to innovations which are certainly a substantial departure from much of what most of them are doing at this time in the hopes that once again, this will affect their own teaching and that of others in the schools.

4. Steps to be taken. As difficult as the other points are to grapple with, I suspect that this is the one that is hitting us the hardest at the present time. I think we are individually and collectively in conflict around what we would like to see going on in the schools--what we would like to see experienced teachers and STEP-TTT teachers doing, and what on the one hand they are able to do, and what exists in the schools in which they will be teaching. I am not sure that we have ever thought through some of these conflicts and the position we take in respect to them. For example, suppose that we wanted to set up as a possible goal for inner-city schools something like the Infant Schools program in England (which I for one would like to know a good deal more about) or as an alternative, the kind of program which appears to be in effect at the Old Mill School in Mill Valley. Is there any point in even introducing preservice students to such programs if it is our opinion, as it is mine, that it is virtually impossible for an individual teacher or even several teachers to move in that direction without substantial help. These departures it seems to me

are sufficiently radical as to require at the very least an entire school building to adopt such a Curriculum approach. If this is unlikely, why give our preservice people more than a very brief exposure to such ideas. Do the possible advantages of expanding their conceptions of what might be outweigh the frustrations encountered when they find they can't put such ideas into practice.

What kinds of changes are we really trying to bring about with our supervising classroom teachers? At the moment we seem to be adopting the position that the primary defect in the teaching of such teachers is lack of skill and knowledge in new Curriculum, hence the emphasis on such things as Taba Social Studies and the Math workshop, but is this, in fact, our belief? Certainly, at least one alternative is that the major change to be made in these teachers is in the attitudinal realm, in which case such activities as long-term sensitivity training might be indicated.

If we could make some progress on these issues, I think we might be able to avoid the all too frequent de-railing of planning sessions over philosophical differences which may be more apparent than real.

Questions:

Are we pushing teacher planning as opposed to teacher-student planning, because we see it as the "correct" way or as the only feasible approach to train for at this time?

To what extent do we accept existing conditions (e.g., lack of adequate facilities) and to what extent do we push to change them?

How do we articulate the necessity of working with principals and district personnel while attempting to change them--and the system?

How do we help our students see the necessity for starting where things are--pupils, school, administrators--and moving to where we want to be?

How are we helping students deal with their conflicts around authority?

NW/at

STEP-TIT - February 12, 1970

MEMO TO: Curriculum Staff

FROM: Don R. C. Smith, Supervisor

SUBJECT: How I See STEP

I see STEP as a project that offers an experience that is in many ways unique and challenging to FYT's and ST's. The possibilities for growth and use of specialized teacher trainers could have far-reaching effects on present and future teachers.

Naturally, the concern of all personnel involved has caused some diversity of opinion as to what is the best way to proceed in implementing the change that we are all committed to. It has been difficult to mesh the intellectually experienced persons with the field-experienced persons as to what is in reality theory as opposed to "what can really be done."

It is my opinion that a truce must be called between the minds and that tasks that can be done be given a priority as opposed to brain storming so many future plans that can not be implemented as the system now exists.

I see useless hours being spent on theory when a better approach might be to take what we have, improve on it and continue to add improvisation as it can be used in a functional manner.

In general, school systems that are older and established in method take slowly to innovation unless the innovate proof has been established. Perhaps we could better influence the powers that be and community persons that we are a factor effecting change if we formed cohesive strategies designed to do just that.

Our students need more communication with a variety of experienced persons from the college, district and community to better familiarize them with the total picture of what they are going to step into. The knowledge that they gain could be used to formulate their opinions realistically and hopefully make them better prepared for their tasks. These people who come to help can be used as agents to spread the word that there is a thing called STEP.

Pictorial brochures can be made showing STEP at work. This information should be made available to the college, community, schools and prospective students. Through media we spread our message of concerns.

Before we can attempt to do any of the above or to implement ideas of other co-workers, I suggest that serious attempts be made to agree on just what we want and how we want to go about getting it. It is my feeling that the total group agrees on much of the philosophy as stated during meetings, but

much of this agreement is lost in the rhetoric of the meeting itself. Priorities must be set and must be completed without turning to tasks that are easier to deal with. Leadership must be established and adhered to for, as we all must realize, without agenda and format much time will be wasted.

Let us select the leadership or method that we feel will get us on the right track and pursue our ideas with direction and results. Only then will we have the planning, ideas, organization, and structure that we need to get positive reactions towards STEP and change in educational philosophy.

cc: Bixler
Moore
Titsworth
Townsel
Wallen

DS:jc
2/12/70

February 13, 1970

MEMO TO: Curriculum Staff

FROM: Paulette Grigsby, Community Worker

SUBJECT: A Special Breed of Teachers

STEP's Final Report, September 1968 - August 1969, pp. 21-22, clearly identifies some of the feelings of the community workers. We feel that if some of their ideas had been acted upon, then there would be no need for a repetition for this present feedback.

As community workers, our job is to interpret the program to parents and concerned educational groups. STEP's job is fully preparing a special breed of teachers, supposedly. Before we interpret the program, there are many questions which must be answered and soon. We are not going to sell the community "a pig in a poke."

Our concerns are dealing with the FYT's and SYT's performance in the classroom with the inner-city children. Some SYTs are still not able to teach because of their lack of discipline. We find that some are spending most of their time trying to get the children to settle down. STEP has a revolutionary type teacher, but it's very hard for them to divorce themselves from their sympathies for the injustices of the minority pupils, so what happens is--when the teacher wants to discipline the child, he can't handle it. He's gone in there as a Big Brother, and now must act as a disciplinarian. This is very confusing to the children.

In the SCT seminar, a teacher asked the question, "What kind of students are recruited for STEP? My experience with STEP students is that they feel unless they are being creative in all or most of their lessons, they haven't accomplished anything--this is so unrealistic." The Instructor's response was something like, "You must understand that these students are not satisfied with present methods of teaching inner-city students." Even though this may be a valid statement, we feel that they haven't been able to come up with any alternatives and they eventually end up accepting the traditional ways of disciplining kids.

STEP teachers feel that if they have to discipline the traditional way, they are compromising their beliefs and not wanting to, they end up leaving the schools after about two years. The demands made on them for not being traditional minded come from administrators, parents, and the teachers who adhere to traditional methods. The parents don't understand what the innovative teacher is attempting to do. In the final analysis, the children who are permitted freedom to do their own thing, end up with no noticeable gain because they are placed and taught by other non-STEP Grads by traditional methods.

cc: Bixler
Titsworth
Moore
Townsel
Wallen

PG/at
2/13/70

ITT BRAINSTORMING -4 FEBRUARY 1970: 6 FEB. REVISION

A ITEMS: General Classroom Environment

Sharing - exchanging materials or possessions
Actively responding
Attending to "learning activities"
Not fighting
Setting their own classroom management
Conversing in a rational manner
Speaking up for what believe in
Questioning teacher & peers
Listening intently to what others say
Encouraging others to offer their opinions
Studying quietly
Laughing, crying, fighting, challenging, disagreeing
Starting to fight - stop hostility, deal with it in different way
Bringing in things from environment, including people
Watching adults disagree & not showing obvious anxiety
Teachers listening to children
Teachers talking informally with children
Teachers & children eating lunch together
Challenging each other and teacher for violating logical processes
Having a party
Children set up own interest centers
Holding child when crying, when appropriate
Children touching each other
Teacher giving hugs
Following Robert's Rules of Order
Lots of adults in & out of school
Younger children teaching older children
Children & teacher talking about current issues at grade/age level, such as pollution
Teachers sharing with each other
Teacher, laugh, cry
Teacher planning with children
Boys being mischievous without being punished
Student government has authority & responsibility to carry out decisions
Making positive statements about others in class
Children admit they don't understand and then they do not accept anything or not proceed until teacher has made them understand
A small zoo - animals accessible
Plants, rocks, animals
TV in every room
Listening center in every room
Murals on walls
Moveable walls
Pond accessible
Smelling aromas throughout school
Helping each other
Bringing parents to school
All the children singing together
Working together in groups
Children break up neighborhood groups & mix together
Teacher & students jointly working on projects
Older students teaching younger students
Kids making mistakes without being punished
No usual awards for competitive activity (trophies, etc.)
Celebrating human differences
Making positive statements about each other
Parents, teacher & students in groups

(P. 2 - A Items continued)

Kids playing games
Bone collection, stones, minerals
Tool kit accessible
Broad base of cultural exchange - kids exchange out-of-school experiences unique to their own culture
Having snacks together
Counseling center in every school
School with windows
Individual children saying things they want & other kids helping them get it
Risking themselves for something they value
Kids walking around classroom
Evidence of organization in classroom activities
Kids have hoot e nannie
Rap session among children, with or without teacher
Children can call teachers at them
Teacher & kids jointly set up rules
Children being quiet without being put down
Dancing together
Skeleton in each room
Activities to channel physical aggression, e.g., pillow fight
Asking questions
Sitting down & listening to teacher when she asks them to
When want to, going to a special corner of room - privacy place
Getting a fruit or pudding cup or other food when want
Moving freely in the room at will
Being alone in room without undue notice being paid
Reading to each other
Place to go when upset and can cuss - punching bag
Taking care of the room themselves
Looking out windows (of which lots)
Walking around the classroom & listening
Greeting strangers who come into school
Weaving in a weaving room
Children have jobs in school, like operating AV
Place to rest
Children write what they want - newspaper writing, editorials, poems
Celebrating seasonal events
Parents, teachers, students working in groups
Decorating & designing own room environment
Kids playing games & having fun
Kids saying, "I like to come to school!"
Kids bringing their parents to school
Drawing kit in each room

8 ITEMS: Learning Activities

Listening to & writing a description of what they heard
Actively involved in number of interest centers like looking at books
Writing down description of what they are doing
Studying quietly
Handling animals
Researching something they want to find out about
Going to library on their own
Classifying things
Summarizing verbally
Reading
Forming & validating hypotheses

(P. S - D Items continued)

Writing legibly
Describing their dreams
Sharing their dreams
Writing their dreams
Drawing picture of what is important to them
Painting
Spelling word don't know
Listening to music & describing what meant to them
Hammering & building
All ages building a greenhouse
Children & teacher talking about current issues at grade/age level, such as pollution
Teachers respond when child makes mistakes
Teachers use mistakes as learning experiences
Children using kitchen
Taking pictures of one another
Observing "controlled" & "uncontrolled" conditions
Teacher planning with children
Children to relate home and school
Children admit they don't understand and then they do not accept anything or not proceed until teacher has made them understand
A small zoo - animals accessible
Using greenhouse
Plants, rocks, animals
Design, make & model different types of clothing
Make & use printing press
Writing own song
Making learning materials
Making movies
Murals on walls
Children distinguishing between facts, inferences & value judgments
Children discuss nature of truth, beauty & reality
Living geography - exploration & sequential use of geography
Making own books, writing own songs
Taking pictures, making film
Kids playing games
Broad base of cultural exchange - kids exchange out-of-school experiences unique to their own culture
Teaching about heros
Children doing magic tricks
Writing music and performing it with instruments they have made
Dancing together
Exchanging letters with pen pals
Formulating warranted generalizations from various pieces of evidence
Making all kinds of far out associations & checking their implications - like "What if it rained daisies?"
Writing stories about actual things & then fantasizing & making content
Making value judgments & talking about implications of value judgments
Asking questions
Reading to each other
Weaving in a weaving room
Children have jobs in school, like operating AV
Children write what they want - newspapper writing, editorials, poems
Communicating in Morse Code with the apparatus they have built
Decorating & designing own room environment
Make value judgments - discuss their implications

C ITEMS: Activities Outside the Classroom, Including Parent Involvement

Working outside the classroom, e.g. in halls
Walking around hall without permission
Working in a garden
Going to library on their own
Teachers & children eating lunch together
Teacher takes pupils away from building
Evidence of school-related work done at home
School marching band with cymbals
Lots of adults in & out of school
All ages building a greenhouse
Holding school celebrations like kite-flying
Children using kitchen
Student government has authority& responsibility to carry out decisions
Taking frequent field trips
Overnight & weekend trips
Teachers teach outside
Smelling aromas throughout school
Bringing parents to school
Children responsible for conducting themselves on yards (playground) without teacher supervisors
Children break up neighborhood groups & mix together
Older students teaching younger students
School celebrations
School banners
School motto
Major decision-making policies decided by teachers, parents, admininstration & students
Celebrating human differences
Parents, teacher & students in groups
Frequent field trips
Segment of community working in schools
Counseling center in every school
Kids have hoot e nannis
Children can call teachers at home
All adults in community coming to school and working with children
Library in school
Changing exhibits - school museum
Exchanging letters with pen pals
Special outside activity at least once a week
Have free physical exam. before beginning school year
Greeting strangers who come into school
Children have jobs in school, like operating AV
Call children's home the second day they're absent
Teacher visits homes & becomes active in community
Playing on the grass on school grounds
Celebrating seasonal events
Parents, teachers, students working in groups
Kids bringing their parents to school
Parents in neighborhood contributing to school

cc: Bixler
Moore
Titsworth
Townsel
Wallen

Curriculum Staff:jc
2/6/70

SUBJECT: What We've Done & Where We're Going (Time Line & Tasks)

December

TTT Sub-group — Identified components of TTT training

Next task, by Feb. 24: Establish sequence & assign responsibilities for instruction

January

ST Sub-group & students — Identified components of ST instruction

Next task, on Feb. 19: Establish sequence & assign responsibilities of instruction

Jan.-Feb.

STEP-TTT staff members individually — Identification of what we'd like to see in schools & how we see STEP

Next task, by --?: Identify predominating point of view of STEP-TTT staff re: education, school, teaching, learning, community, media, environment, etc.

Feb. 2-6

STEP-TTT Curriculum Staff — Listed, grouped and labeled "What I'd Like to See in a School"

Next task, by Feb. 18: General description of the nature of the items in each group

Feb. 13, 16 — Within parameters of STEP-TTT guidelines, description & justification of possible STEP-TTT revision of 1970-71 program

Next tasks, Feb. 13: Identification of preferred program components; rank order of components as priorities for 1970-71

Feb. 18-? — Using information of staff points of view, priorities, program components, possible revisions of 1970-71 program, the College-District-STEP committee will draft a revised program for 1970-71 as a whole conceptual scheme with specific components detailed in relation to each other and the whole STEP-TTT staff will react.

jc
1/9/70

The Coordinator of San Francisco Unified School District participated in training at all levels and provided a particular informational liaison service between STEP-TTT components and the District personnel and schools.

A. District

1. Worked on tasks involving personnel from both TTT and District:

   a. Selection of schools for research, TC, TT, T, and pupil testing
   b. Procedures for personnel hiring of TC
   c. Procedures for selecting TTT school
   d. Procedures for STEP-TTT bus on field trips
   e. Procedures for selecting TTT school for 70-71

2. Informed the District about STEP-TTT

   a. Problems in T & TT schools
   b. Newsletter contribution and circulation
   c. STEP-TTT organization to T and TT Principals
   d. STEPOS (observation schedule) to District schools (Principals, faculty meetings, special workshops)
   e. District Newsletter

B. STEP-TTT

1. TTT

   a. STEP-TTT Newsletter
   b. Information about District, materials, structure, programs
   c. Position paper
   d. General curriculum guides
   e. ALC - British Primary School session
   f. Media workshop
   g. Team planning
   h. Integrated Day seminar, Atherton
   i. Cognitive teaching strategy, Berkeley
   j. ESBA Communication skills workshop, San Francisco
   k. TTT conference, Phoenix, Arizona
   l. Subordination of Teaching to Learning, Caleb Gattegno, TTT Center
   m. Complex conference
   n. Evaluation of FYT
   o. Demonstration of Taba strategies
   p. Development of ALC Proposal
   q. Development of Exploratorium project
   r. Team development of point of view re: teacher education & schools
   s. Supervision of TC and 2 FYT

2. TT

   a. SCT seminar and conferences
   b. Principal conferences

3. T

a. Geoboard workshop
b. 2 FYT's, materials, evaluation, liaison

4. TC

a. Supervision and evaluation
b. Seminar session on personnel practices

C. College

1. Elementary Education Departmental Meetings
2. Curriculum Committee Meetings
3. Complex Conference

D. Community

1. Guidelines for Community Representatives
2. Complex meetings
3. General Education (class planning)
4. Development of Newsletter format

E. Media

1. Western Addition Festival
2. Media workshop concept

The Coordinator of Teacher Education participated in development, implementation, and evaluation of training at all levels as well as coordinating curriculum activities of the training "ladder" vertically and horizontally. Coordination meant the communication of information arrangements for training conferences, the establishment of facilitating procedures, the supervision of the calendar of activities, the supervision of the implementation of decisions and follow-through of training, and the development of on-the-job management skills.

A. TTT

1. Communicating of information through meetings, memos, calendars, bulletins, announcements
2. Conceptualizing sequence of instruction
3. One-to-one on-the-job training
4. Selecting of staff tasks and establishing of procedures for achievement
5. Reorganizing of operational structure of TTT to meet ideal of parity in team (subcommittees, component responsibility)
6. Identifying multiple channels and audiences for maximizing training efforts

B. TT

1. Helping to plan seminar format and sequence
2. Soliciting TT concerns to guide the TC and TTT training
3. Informing TT's of TC, T, and TTT training
4. Conducting 4 sessions of seminar in specific supervisory training in relation to community, evaluation, and video relations with TC.

C. T

1. Coordinating and distributing 1969 summer contract materials to FYT
2. Helping to plan FYT objectives and format
3. Helping TTT instructors use TES and classroom observation to guide their FYT more effectively
4. Observing, counseling, and evaluating 4 T (FYTs) in two schools
5. Arranging for involvement of FYT in afternoon or Saturday sessions in Reading Workshop, Exploratorium, FYT Seminar, Media Workshop

D. TC

1. Observing each TC twice and conferring about concerns with TTT instructor and TT
2. Communication among 5 instructors and staff so that instruction is reinforced and implemented in the classroom

E. Professional Contact Beyond TTT

Coordination of equipment, place, format, presentations of:
ASCD Conference - TTT Center
NEA Youth Conference - TTT Center
Schools for the Future - TTT Center
Visitors

F. Media

Encouraging, coordinating, and assisting systematic and creative use of photography and video for self-analysis, performance evaluation, classroom teaching and training.

G. College

Elementary Education Departmental Meetings, Curriculum Committee Meetings, Elementary Education candidate screening.

H. Community

Helping to define 1970-71 roles in closer relation to TTT schools and staff.

I. District

Conferring with Principals, District Curriculum Director.

J. Evaluation

Scheduling and collecting evaluations from TC, TT, TTT; and arranging for training in interpretation of STEPOS (observation schedule).

Table 1: READING AND PERSONAL DEVELOPMENT

Abbreviations: O = Incidental teaching, B = Special instruction and practice, X = Reinforcement, Practice, and Application, M = Thorough learning attained.

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adults
1. Experience background:							
Uses many kinds of experience to gain understanding of words.	O	B	X	X	X	X	X
2. Preparatory experiences:							
Learns to look, to see likenesses and differences in forms and words, to perceive words clearly.	OB	BX	X				
Learns to listen to and discriminate sounds.	OB	BX	X				
Builds a listening and speaking vocabulary.	OB	B	X	X	X	X	X
Learns the letters.	OB	M					
Looks at words and asks their meaning.	OB	BX					
Learns to listen and speak fluently in a group.	O	BX	X	X	M		
Learns to tell a story to an audience.	O	BX	X	X	X	M	
3. Beginning reading:							
Associates the sound of the word and its meaning with the printed symbol.	O	BX	X	M			
Identifies sounds and combinations of sounds in words.	O	OB	X	M			
Recognizes the same sound in different words.	O	OB	X	M			
Learns to read sentences from left to right.		BX	M				
Builds a basic sight vocabulary.	O	BX	X	M			
Uses newly learned words in conversation and in writing.	O	O	O	O	O	O	O
Uses his experiences to interpret what he reads.		O	O	O	O	O	O
Gets the meaning of simple passages.		OB	B	X	X	X	X

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adult
Reads aloud with expression.		BX	X	M			
Reads directions.		BX	X	X	M		
Finds the answers to specific questions in reference books.		BX	X	X	M		
Recounts in correct sequence the events in the plot of a story.		O	OB	X	X	X	X
4. Vocabulary development:							
Learns new words incidentally through wide reading.		O	X	X	X	X	X
Learns key words and concepts as he studies each school subject.		O	BX	X	X	X	X
Learns technical abbreviations, symbols, and formulas needed in each field.			B	X	X	X	X
Consults the dictionary or glossary for exact meanings of words.			BX	X	X	X	X
Studies words in context systematically.		BX	X	X	X	X	X
Makes a dictionary of new words, giving pronunciation, derivation, definition, illustrative sentences.		BX	X	X	X		
Becomes interested in word origins and the different meanings of the same word in different contexts.			BX	X	X	X	X
Recognizes the meaning of common words clearly and instantly.		BX	X	X	M		
5. Word recognition skills:							
Uses clues in the context to get the meaning of unfamiliar words, selecting the meaning that best fits the context.		BX	X	X	M		
Divides words into syllables so that he can pronounce them; knows and applies common principles of syllabication.		O	BX	X	M		
Uses phonetic approach if syllabic approach fails.			B	X	M		

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adults
Knows and applies common phonetic principles; notes initial, middle, and final sounds and letter blends.		S	X	X	M		
Uses structural analysis of words whenever helpful, noting general configuration of words, identifying details and structural parts of words.		SX	X	X	M		
Learns more about how prefixes and suffixes modify meaning of the roots.				SX	M		
Uses the dictionary as a check after he has attempted to get the meaning from context.			SX	X	M	X	X
Acquires a deeper understanding of the structure of language.					SX	X	X
Studies overtones of words and semantic derivation from original sense meaning.					SX	X	X
6. Understanding and organization:							
Reads in thought units.		SX	X	X	X	M	
Comprehends sentences accurately.		SX	X	X	M		
Gets the thought of a paragraph.		S	X	X	M		
Gets organizing idea of an article or chapter and relates details to it.				SX	X	M	
Writes in his own words a good outline or summary of the selection read.				SX	X	X	X
Gets authors pattern of thought as he reads.				SX	X	X	X
Remembers in organized form as much as is important for further thinking.				SX	X	X	X
Learns to read critically.		O	SX	X	X	X	X
Distinguishes the essential from the nonessential.		O	SX	X	X	X	X
Examines truth or correctness of statements and detects discrepancies.			O	SX	X	X	X
Recognizes propaganda.				SX	X	X	X
Recognizes differences between fact and opinion and among opinions of varying weight.			SX	X	X	X	X

(3) Appendix 3

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adults
Brings own experience to bear on the author's statement.		OB	X	X	X	X	X
Notes sequences of events or ideas and cause-and-effect relations.		O	BX	X	X	X	X
Predicts outcomes on the basis of clues given by the author.		O	BX	X	X	X	X
Draws accurate inferences and conclusions.		O	BX	X	X	X	X
Thinks as he reads, notes common elements and concepts, keeps them in mind, and relates them.			O	O	BX	X	X
Understands increasingly advanced and complex material.				BX	X	X	X
Connects ideas in new ways, reading between and beyond the lines.				O	BX	X	X
Recognizes attitudes in himself that might distort his comprehension.					BX	X	X
Pauses to reflect on serious material.					BX	X	X
Suspends judgment until all available evidence has been obtained.				O	BX	X	X
Integrates and organizes information gained from reading.			O	BX	X	X	X
7. Literary interpretation:							
Interprets characters' intent and behavior from author's clues.		OB	X	X	X	M	
Finds reasons for events and actions.		OB	X	X	X	M	
Recognizes persuasive words and is aware of their influence on the reader.			O	BX	X	X	X
Reads aloud well enough to give and get enjoyment.			BX	X	M		
Participates in the aesthetic and emotional experiences presented by the author.		O	O	BX	X	X	X
Compares different styles of writing.				O	BX	X	X
8. Reading interests and appreciations:							
Laughs or smiles to himself as he reads a humorous book.		O	O	O	O	O	O

PAGE Five:

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adult
Voluntarily resumes reading a book he has chosen as soon as his other work is completed.	0	0	0	0	0	0	
Uses school and public library for recreational and study reading.	BX	X	X	X	X	X	
Reads many worthwhile books.	BX	X	X	X	X	X	
Shows sensitivity to various levels of interpretation.			0	BX	X	X	
Enjoys author's style in prose and poetry--picture forming words, rhythm or cadence.	0	0	BX	X	X	X	
Increases his awareness of and finds personal value in reading.	0	0	BX	X	X	X	
Appraises quality of book, magazine, television show, movie.	0	0	BX	X	X	X	
Uses reading more in daily life outside of school.		BX	X	X	X	X	
Reads as a favorite leisure-time activity which continues through life.		BX	X	X	X	X	
Continues trend toward increased voluntary reading.			BX	X	X	X	
Improves the quality of his reading.		BX	X	X	X	X	
Widens the scope of his reading.		BX	X	X	X	X	
Develops one or more intensive reading interests.				BX	X	X	
Enjoys discussion of books.	BX	X	M				
Shows decreased interest in reading the comics.		BX	M				
Resists forces such as television and auto riding that usurp reading time.		BX	X	M			
Finds more motivation to read.			BX	X	X	X	
Uses television and other media of communication as part of a well-balanced program, recognizing the unique value of each medium and its special value in helping him to build an oral vocabulary and to supply an experience background for reading.		BX	X	X	X	X	
Reads to learn more about worthwhile hobbies.		BX	X	X	X	X	

Appendix 3 (S)

44

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adult
9. Work-study skills:							
Sits still long enough to attend to reading.	O	O	X	M			
Skims skillfully for different purposes: to find a certain fact; to get a general impression; to get the main ideas; to find out what questions the passage will answer; to get clues to organization or plot.			BX	X	X	X	X
Learns to read maps, graphs, charts, diagrams, formulas.			O	BX	X	X	X
Learns to read out-of-school material-- read maps, menus, signs, time-tables.	O	O	BX	M			
Learns to locate and select pertinent information on a topic and to use it in a report.			B	X	X	X	X
Becomes familiar with a wider variety of sources.				BX	X	X	X
Learns to take notes.			B	X	M		
Acquires skill in the Survey Q3R method and uses it whenever appropriate.			O	BX	X	X	X
Reads more rapidly with adequate comprehension.				BX	X	X	X
Develops speed and fluency by reading easy material in each subject.			BX	X	X	X	X
Applies ideas gained from reading, as, for example, in making pictorial, graphic, and tabular records.			BX	X	X	X	X
Uses ideas gained from reading to solve problems, prove a point, develop an interest, or entertain someone.	O		BX	X	X	X	X
Forms good study habits, budgets best time of day for study and creation.			BX	X	M		
Creates the best conditions possible for efficient study.			BX	X	M		
Gets to work promptly.	OB		X	M			

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adult
Applies psychological principles to remembering what is important.				BX	X	M	
Uses his own judgment when it has a sound basis.					BX	X	X
10. Approaches to outcomes of reading:							
Sets specific objectives before beginning to read.		O	BX	X	M		
Varies approach, rate, and reading methods according to the nature of the material--different kinds of writing and different fields; thus gains fluency and efficiency through adaptability and flexibility and purposeful reading.			O	BX	X	M	
Reads with the intent to organize, remember, and use ideas.			O	BX	X	M	
Reads to solve problems, answer questions, understand developments and events outside his immediate environment.		O	BX	X	X	M	
Relates reading to his own life; shares ideas gained in reading.		O	BX	X	X	X	X
Gains understanding of himself and others through reading.		O	BX	X	X	M	
Concentrates better.		O	BX	X	M		
Experiences a growing pleasure in precision--shows unwillingness to half understand a passage.		O	BX	X	M		
11. Personal development through reading:							
Selects reading material that meets a personal need or widens his experience.		O	BX	X	X	X	X
Reads to solve personal problems; relates ideas gained from reading to his personal living--to each of the developmental tasks appropriate to his age.		O	BX	X	X	M	

	Preschool & Kindergarten	Primary Grades	Intermed. Grades	Jr. High School	Sr. High School	College	Adult
Uses information from his reading in group projects, dramatizations, class discussions, committee work, club activities.	O	BX	X	M			
Gains understanding of himself and others from reading autobiographies, biographies, and true-to-life fiction.	O	BX	X	X	X	X	
Gains understanding of the world of nature and the world of men.		BX	X	X	X	X	
Behaves differently as a result of reading, as, for example, toward parents after reading The Yearling, toward Negroes after reading Amos Fortune, toward driving a car after reading Hot Rod.	O	BX	X	X	X	X	
Uses reading in building a philosophy of life and sound convictions.	O	O	BX	X	X	X	
Improves emotional conditions--worry, anger, fear, insecurity--that block effective study and reading by learning to accept his feelings and to channel them into safe pathways; gets help through counseling or psychotherapy, if necessary.	O	O	BX	X	X	X	

AB/go
9-29-69

STEP-TTT
Burns/Kofsky
Math Workshop
12/11/69

Geoboard Sequence:

1st day: B.O. - Given an explanation and demonstration of how to make a geoboard & an instruction diagram, all the children are to make geoboards out of the wood & nails provided.

2nd day: B.O. - Given their freshly made geoboards and 10 rubberbands, the children are to explore & play with the geoboard.

This B.O. is preceded by rules on rubber bands.

Sequence:

1. Make the prettiest design with the 10 rubber bands.
2. (Given a sheet of paper with geoboard markings on it) try to duplicate your design on the paper with crayons or colored pencils. (These designs will be displayed in the room).
3. Make another design you like.
4. Duplicate this design if you want to save it. If not, make another design you like.

3rd day: B.O. - Given free play with the geoboards & further instruction, the children are to make geometric shapes. (? Just squares & $\triangle$'s?)

1. Take one rubber band. Make the smallest figure you can which touches 4 nails.
2. What does that shape look like?
3. Make another shape that looks like the first one.
4. Make a shape that touches three nails.
5. Make another shape that looks like it.
6. What kind of a shape is it?

4th day: B.O. - Given the preceding 3 days' work & a previous acquiantance with squares and rectangles, the children are to make squares and rectangles.

1. Make a square that encloses 2 nails on each side.
2. Make the biggest square you can.
3. Make the smallest square.
4. What is the area of the square you made?
   (How are they to know what area is all about?)
5. Make the smallest rectangle you can make.
6. Make the largest.
7. What is the area of this rectangle?

5th day: B.O. -Given the preceding 4 days' work and a previous acquaintance with triangles, the children are to make triangles.

1. Make the smallest triangle you can.
2. Make the largest.
3. Make a right triangle.
4. Make a triangle whose sides are equal.
5. Make a triangle whose sides are unequal.

Supervisor's comments: Good overall structure, but you need lots more activities more carefully sequenced.

SK,MB:jc

Appendix L

SEMINAR FOR SUPERVISING CLASSROOM TEACHERS (SCT)
Emphases for the Spring Semester 1970

Dr. Jack R. Fraenkel
Instructor

2/18 Discussion of Student Teacher Evaluation Scale

2/25 Role-Playing (Film and Discussion)

3/4 Writing Objectives in the Affective Domain

3/11 Strategies for Developing FEelings (Film and Discussion)

3/18 Strategies for Value Analysis (Demonstration and Discussion)

SPRING VACATION----------SPRING VACATION----------SPRING VACATION

4/1 Strategies for Dealing With Interpersonal Conflict (Demonstration & Discussion)

4/8 Games and Simulation (Presentation and Demonstration)

4/35 Strategies for Forming Concepts - Theory (Film and Discussion)

4/22 Strategies for Forming Concepts - Practice (Film and Discussion)

4/28 Strategies for Comparing and Contrasting - Theory (Film and/or discussion)

5/6 Strategies for Comparing and Contrasting - Practice (Examples)

5/13 Strategies for Applying Generalizations Previously Formed (Discussion)

5/20 Wrap-up Plans for the Future

JRF:mf
2/15/70

SCT SEMINAR, DEC. 3, 1969

Questions and Discussion about Student Teachers
by STEP-TTT SCT's and Coordinator, Teacher Education

A. Do students write lesson plans?

1. Yes. Students plan before teaching.

B. What to do if teacher does not like plans?

1. Ask for student's objective and rationale.
2. Point out consequence.
3. Identify ways to handle consequences.
4. Offer alternatives.

C. Arrival?

1. One-half hour before school starts.

D. How do 2 students work in class?

1. Successive teaching - one per subject
2. One teach, others aid
3. All teach
4. One teach, others confer
5. Two teach, other observes

E. What to do to get time for planning and evaluating students?

1. Jan.-June: Will have time and it will be required & in calendar.
2. If two students, one teaches and other is outside with teacher.

F. Can students do yard duty?

1. Yes, Feb.-June.
2. Expected to participate in all activities of teachers, including selected parent conferences and community meetings.

G. Should students phone school if absent?

1. Yes, by 8:00.

H. Can students take over other classes in the school if necessary?

1. Until further notice, students will stay with class while SCT takes other class.

I. What are January placements?

1. Scheduled soon and will be informed by Wed., Dec. 10.

J. Encourage students to ask questions; they want specifics.

1. Example: How teacher handles certain children.
2. Procedures, etc.

K. Be honest, open and not reluctant to criticize students or ask questions.

L. What help do students need most?

1. Clarifying procedures pupils are to follow.
2. Explaining direction.
3. Identifying practical routine, like withholding supplies until directions given.
4. When a few pupils cling to teacher, discourage it.

M. Could student teachers come some afternoon (Anza) to see other reading groups?

1. Yes. Work it out with students.

N. Can you give other reading-type lessons these three weeks?

1. Yes, if the SCT elects to do so.

O. How do students use manual?

1. Use behavioral terms.
2. Feelings, relevance, etc.
   a. Question sequence.
3. If in doubt about the lesson's following the manual, SCT could ask, "Why are you using this bjective instead of manual? How?"

P. Any problems working with pupils?

1. Again, be honest, direct, and point out problems you see immediately.
2. Share helpful suggestions for correcting errors in control, etc.
3. Classroom procedures.
4. Routines.
5. It's helpful to have a composition book at the corner of the desk in which both SCT and ST write suggestions, questions, etc.

Q. What subjects are expected to be taught?

1. Reading/language arts will be stressed in Dec.; R/LA, SS, Math in Jan.; all curriculum from Feb.-June.

R. What does "pattern practice" mean?

1. Teacher provides oral model pattern of structural or transformational grammar and the children repeat. (Analysis and labeling come later in children's development).

   Ex. 1: The bird is singing.
   The dog is barking.

   Ex. 2: The bird is singing.
   The bluebird is singing.
   The bluebird is singing sweetly.

   Ex. 3: The mother is calling loudly.
   (Take out last word; first word. Is it a sentence?)

2. Pattern practice can be a short lesson (5 min., etc.) within another lesson (reading, social studies, etc.)

S. SUMMARY

1. Maintain open, direct, honest communication between SCT and ST concerning problems, concerns, questions.
2. Supervisors will help solve immediate problems.
3. Bring concerns to SCT Seminar so that if there are common concerns they can be handled in pre-service instruction of the ST's.

APB:jc
12/4/69

Appendix N (1)

STEP_ITT 1970

Supervising Classroom Teqchers' Suggestions for First Year Teachers' First Weeks

What specific advice would you give a STEP Student Teacher as to preparing for his first weeks of teaching as a First Year Teacher in September 1970?

(Your advice will be collated with that of thhe other Supervising Classroom Teachers and will be distributed to and discussed with the STEP Student Teachers and you on Wednesday, June 3, at 3:30, 770 McAllister Street)

What specific advice would you give a first year teacher based on your experience in the following areas?

1. Arranging physical environment including bbulletin boards?

2. Establishing "group" psychological-social climate?

3. Setting up "centers of interest" including library, science, math

4. Housing and distributing of supplies

May 1970

5. Working out mutually "rules" of behavior

6. Diagnosing individual children

7. Preparing for record-keeping

8. Setting up resource file including multi-ethnic, manipulative material

9. Getting acquainted with school staff

10. Relations with parents

11. Learning school policies

12. Planning yearly curriculum goals with children

13. Establishing classroom routines

14. Your particular MUST

APB/ TB 5/14/70

COURSE OBJECTIVES

Reading/Language Arts:

Objective - To state behavioral objectives for reading, writing, speaking, listening.
To communicate aim in micro-teaching so that peers can restate.
To rewrite behavioral objectives for developmental reading and identify component skills.

Diagnosis - To administer, record, interpret diagnostic surveys in visual, auditory, oral, written perception.
To record objective description of R/LA behavior.
To identify own feelings re: observations.
To ask questions re: teaching/learning R/LA.
To write follow-up lessons from observation.

Content - To select "relevant" affective, cognitive, or skill content and explain.
To write, plan, and teach 5-minute lesson toward behavioral objective for diagnosed children with evaluation measure, identifying level of knowledge.
To identify assumptions underlying reading program.
To identify and generalize relationships and psychological sequence of learning language.

Materials - To identify curriculum materials appropriate to level of children, to behavioral objective, to main idea of "unit," to pupils in multi-ehtnic urban community.
To analyze use of text material, teacher-made materials, and language patterns in classrooms.
To start file of multi-ethnic materials usable in R/LA.
To write plan, teach, and evaluate reading lesson.

Teaching Strategy - To explain concept of teaching strategy in R/LA.
To identify six strategies to use in teaching R/LA.
To use 3 strategies of concept form, generalization, and feeling in classroom (at least in T.A. phase) and evaluate.
To describe teaching sequence for three others in longer "unit" in ST and explain rationale.

Learning Activity - To explain concept of R/LA learning activity and its characteristics.
To explain five learning activities in the four LA areas and rationale (P&I)
To use at least two in actual R/LA lessons.

Evaluation - To evaluate the use of these two with pupils.
To evaluate pupils' learning in relation to behavioral objectives with subjective and objective instruments.
To evaluate parts of the lesson in relation to outcome and write appropriate follow-up.
To identify strengths and weaknesses in personal teacher characteristics, and plan remedy.
To identify strengths and weaknesses in partner's lesson and style, and state constructive suggestions for improvement.

Social Studies:

Given previous instruction, students will be able to:

.. distinguish overall goals (course, unit) from instructional objectives (lesson);
.. distinguish between implicit and explicit statements of instructional objectives;
.. state the category labels for four commonly used categories of objectives (knowledge; thinking; attitudes, feelings, and values; and social and academic skills), and write an explicit statement of an instructional objective in each category;
.. explain what is meant by the concept "rationale," and write a rationale for a particular explicit statement of an instructional objective considered important;
.. distinguish between facts, concepts, and generalizations, and identify examples of each;
.. distinguish among several different types of questions (factual, descriptive, explanatory, judgmental) commonly used in social studies instruction, and prepare in writing at least two examples of each question;
.. distinguish among intake, organizational, and expressive learning activities, and prepare in writing, a learning activity sequence involving all three types of activities;
.. describe the steps (in order) involved in four commonly used teaching strategies (two in the cognitive domain and two in the affective domain), and prepare in writing a sample lesson organized around one of these strategies;
.. explain what is meant by the concept "teaching strategy," and give at least six examples of such strategies;
.. prepare in writing a sample lesson plan (following a model presented earlier) which included the following:
    a) instructional objective (stated explicitly)
    b) rationale for this objective
    c) materials and equipment needed
    d) procedures to be followed
    e) alternatives to such procedures
    f) suggestions for future follow-up
.. explain what is meant by the concept "evaluation," state at least four commonly used sources in tests and measurement that might be used in the preparation of evaluation items, and write at least five examples of test items designed to assess how well students have achieved a desired instructional objective.

Math

Students will develop a positive, and hopefully joyful, attitude towards math so that they will be capable of giving the children in their classes the opportunity of experiencing the joy of learning.

Students will become confident in their ability to attack and solve mathematical problems so that they will be able to transfer this confidence to their children.

Students will understand the scope and sequence of the math curriculum so that they will be able to develop "appropriate" learning activities for their classrooms.

Students will become teachers who are participants rather than spectators in the learning experience so that they are able to create the necessary environment in which the children may also become participants.

Students will become teachers who will possess a variety of means by which they can evaluate the degree to which mathematical learnings have taken place in their classroom.

S. Kofsky ROUGH DRAFT
10/23/69

Educ. 133.3 (Math), STEP-TTT, Fall 1969

Week	Date	Topic	Objective (Point of Introduction, Emphasis Continues Thereafter)
1st	Oct. 23	Learning by doing: A different attitude towards a school mathematics program. Vehicle - Geo. Bols	Given the experience of "learning by doing" the student will be able to identify his change in attitude. The first two sessions will be exploratory - placing the student in the role of the "active learner," these will serve as a basis for students to experience the satisfaction, pleasure and joy from this type of learning.
2nd	Oct. 30	Learning by doing: an increased understanding about teacher attitude and mathematics. Vehicle: Vital Statistics	
3rd	Nov. 6	The Geometry Strand via Geo. Boards	Given a particular classroom situation, use mathematical language that is both accurate and appropriate. Given the Strands Report, student will be able to develop appropriate learning experience K through 8 for use of the Geo Boards. Overall I-VII
4th	Nov. 13	Measurement Strand Vital Statistics and other forms	Student can adapt & use V.S. experiences appropriate to a particular grade level. Student can represent data with pictorial representation Given a major concept, sketch its development throughout the grade.
5th	Nov. 20	Measurement in the World	Given a concept, state objectives in behavioral terms. Given an incorrect generalization, help a student rechannel his thinking by presenting a contradiction.
6th	Dec. 4	Early school experiences Sets Number and Numeral Numeration systems	Introduce a lesson so that your students are active participants. Given a concept, provide for the discovery of a pattern to help develop the concept. Given manipulative materials, discuss their strengths & limitations (include counters, rods, abacus, Dienes blocks).
7th	Dec. 11	The Hows and Whys of Addition and Subtraction of Whole Numbers	Given an educational setting with no available commercial aid, improvise with homemade materials. Given an example of pupil's incorrect work, identify the error and talk with the child to diagnose the cause of the difficulty.

SK:jc/10/22/69

Educ. 133.3 (Math), STEP-TTT, Fall 1969

Week	Date	Topic	Objective (Point of Introduction, Emphasis Continues Thereafter)
8th	Dec. 18	Multiplication and Division of Whole Numbers	Given a concept, develop learning activities using manipulative materials. Given a basic operation, perform several algorithms for that operation.
9th	Jan. 8	Review Clarify, synthesize Grade level perspective	Given a grade level, list the major concepts taught.
10th	Jan. 15	Fractions: Introduce Use Operations	Given any grade level, list the concepts taught at that level. Given a concept, develop duplicated materials to facilitate teaching and reinforcement of that concept. Given an algorithm for a basic operation, identify necessary prerequisite skills and concepts.
11th	Jan. 22	Textbook Series - State content - Mr. Bannister	Given the State-adopted textbook series, describe their treatment of a specific concept. Given two textbook series, identify differences and similarities of their treatment of a specific concept.
12th	Jan. 29	Classroom Generalities: Environment - climate Record-keeping Organization	
13th	Feb. 5	How to start - with or without materials.	Given a class with former spectator-learner experiences, develop a strategy for providing participant-learner experiences.
14th	Feb. 19	Individualizing Instruction	Given 2 or more strategies for teaching a mathematical concept, select one and justify this choice for an individual student.
15th	Feb. 26	The Integrated Day - How Why Is It POssible in the USA	
16th	March 12	Math/Science How They Work Together	Given a particular math concept, illustrate appropriate connections with other areas of the curriculum.
17th	March 19	Party	

Appendix Q

Math Workshop
STEP

Class #8
1/8/70

Marilyn Burns
Sujenna Kofsky

OBJECTIVES: Students should identify the reasons for ample counting and readiness experiences for primary children.

Students should prepare at least six different counting experiences for the class involving manipulative materials.

Given the micro-teaching of Wirtz's Operations With Whole Numbers, students should be able to identify the mathematical operations involved.

MATERIALS: Primary books from Mollie Clarke series (Great Britain). Operations With Whole Numbers. Ditto of "Mathematics in the Kindergarten." Ditto of "Suggestions for Number Readiness Experiences."

ACTIVITIES:

(1) Micro-teaching of counting experience done by Sujenna and Marilyn.

(2) Students write at least six counting experiences on 3" x 5" cards.

(3) Three students micro-teach counting experiences.

(4) Discussion of counting and readiness with emphasis on diagnosis (How do you know if your students can count?).

(5) Micro-teaching by Marilyn of Operations With Whole Numbers.

(6) Discussion of overall primary math including framework of new text, other vehicles for teaching text (Rods, Dienes Wood, Number Line).

ASSIGNMENT: Given inventory sheets for task cards, collect items listed.

MB/SK:jc
1/7/70

Appendix R

Generic Curriculum Class Assignment for "Community Experiences."

During the next 8 weeks you are to schedule for yourself the "community Experiences" described below. These are to be completed by Thursday, December 11, 1969. I suggest one a week, but you are responsible for the scheduling. DO NOT LET THEM RIDE!

After each of these experiences you are to write a reaction paper. Please do this immediately following the experience and then go back to what you have written in 24 hours and add additional comments, thoughts, ideas. The focus of the paper is to be what you go through, to attempt to describe the impact for you, and what you think are the implications for the classroom, the children, the parents, and yourself as a teacher in process.

1. County Hospital.

   You are to find it. Go by bus and alone. Once there, go to Social Services and find where the clinic for expectant mothers is located. You are to go between the hours of 12 and 3 p.m. Monday through Friday and stay no less than two hours. You may take no reading or writing material. Please sense, watch, experience all that is going on around you.

2. Mission Emergency.

   Locate. Spend no less than an hour between the hours of 10 p.m. and 1 a.m. on a Friday, Saturday, or Sunday night. What are implications for you as teacher?

3. Hall of Justice - "The only Justice is found in the halls." -- L. Bruce

   a. Arraignment - Attend between the hours of 9-12 in the morning, spend no less than 2 hours in the court of Judge O'Kane - 6th floor.
   b. Process and Pending Trial - Dept. 22 or 15 between the hours of 9-12 noon. Spend no less than two hours.
   c. Court of Judge Fitzgerald Ames - Spend no less than two hours. Check for location on the marquee in the lobby. If Judge Parrish is presiding while you are in the Hall of Justice, you should check out his court.

4. Department of Unemployment.

   Wait in the lobby for no less than two hours. Optional - apply for unemployment.

5. "Public Assistance" - Welfare

   Attempt to get on Welfare. If you are unwilling to go through the process, then spend no less than two hours in a central location of the Welfare Dept. If you are not going to apply, then attempt to find out what is available in terms of Child Welfare and where, how, and who to see to obtain Food Stamps.

Appendix S

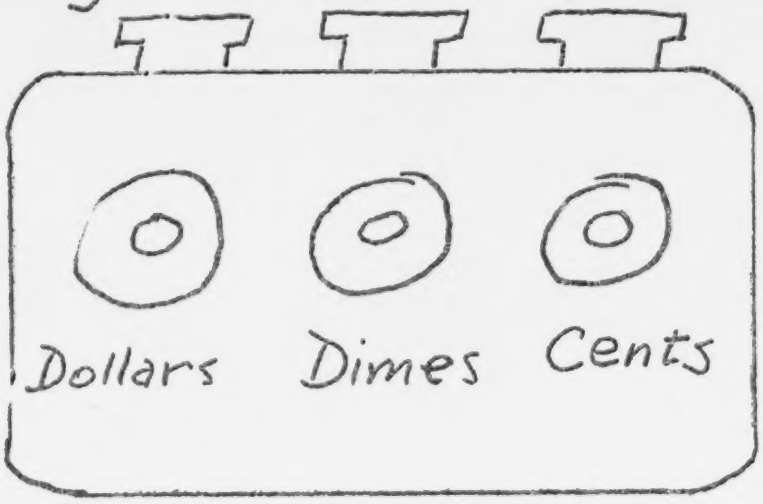
STEP-TIT - Professional Expectations TA/ST - 1970

1. Check in at office when arrive at school.
2. Call school at 8:00 if cannot arrive any day.
3. Arrive at least 30 minutes before start of school.
4. Write lesson plan before each lesson to be taught.
5. Discuss lesson with SCT before teach it.
6. Confer with SCT each week, minimum of one conference.
7. Clean up after lesson and end of day.
8. Participate in all teacher duties (yard, bus, etc.)
9. Keep plan book for entire TA/ST phase and have it available for all observers to read.
10. Refrain from personal criticisms in lunchroom, etc.
11. Have materials ready before lesson.
12. Organize pupil records for assessment/evaluation.
13. Confer with supervisor minimum of once a week with TES.
14. Work out concerns with partner, SCT, and supervisor directly and immediately and honestly.
15. use common sense in deciding where, to whom, and how to use pupil work (creative writing, etc.)
16. Observe partner or single TA/ST once a week with TES
17. When not teaching, - prepare materials, observe, tutor, start activity center, organize pupil work - assume all the roles of a teacher.
18. Refrain from negative remarks about pupils or teachers or schools or administrators in public places or in front of pupils, parents, administrators

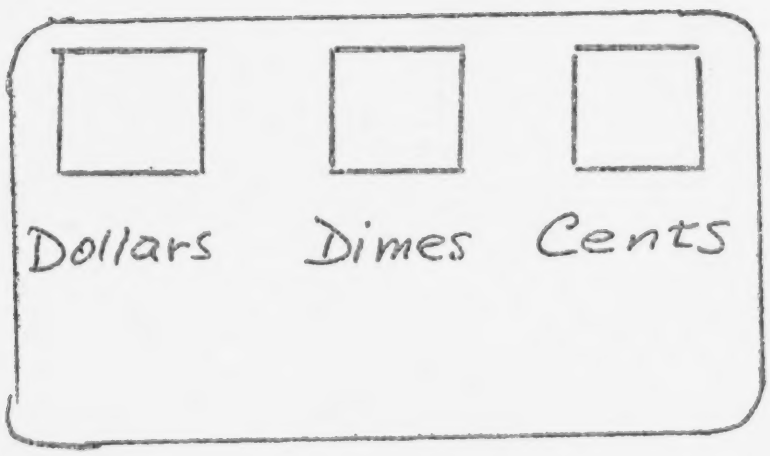
PB/12/69

Name _____

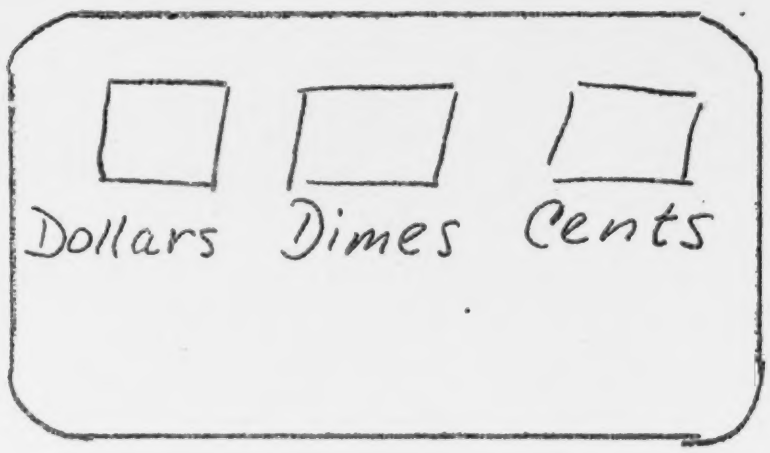
Do you remember the red adding machine?



If we push the cents button nine times write the number in the adder, include zeros

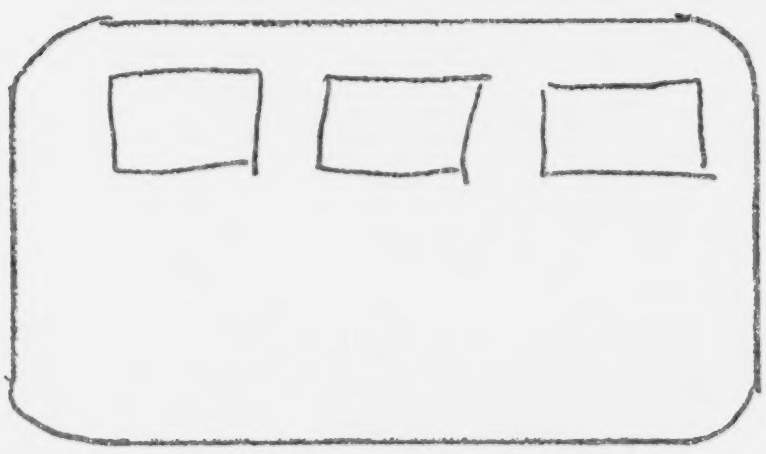


Push the cents button again once. What number is in the adder?



What is this number? Write it in words _____

Push the cents button eight times. Put the number in the adder.



Push cents one time. What happens? _____

Why? _____

Why is the cents column zero?

Add by Column

9 + 1 = 10
or = one ten + zero units
so we put a zero in
the units column
and add one ten
in the tens column

Huns	Tens	Units
0	1	
0	0	9
0	0	1
		0

Add

0	0	9
0	1	1

0	0	9
0	2	1

0	2	9
0	1	1

0	9	9
0	0	1

STEP-TTT

SUGGESTED FIELD TRIPS*

San Francisco

American Conservatory Theater
Angel Island State Park
Black Man's Art Gallery
Cable Car Barns
China Town
Coit Tower (Telegraph Hill)
Exploratorium - Palace of Arts & Science
Fisherman's Wharf
Fort Point (Golden Gate Bridge)
Golden Gate Park:
- Aquarium
- De Young Museum (Conservatory of Flowers)
- De Young Museum (Science)
- Hall of Flowers
- Museum of Natural History
- Planetarium

Josephine Randall Junior Museum
Levi Strauss Factory (where Levi's are made)
Maritime Museum
Matson Shipping Lines
More Bookstore
Museum of Black History
Parisian Bakery
San Francisco Tour
San Francisco Zoo
Sigmond Stern Grove
Spreckles Russel Dairy (buttermilk, ice-cream)
Wax Museum

Marin County

Bolinas Bird Sanctuary
College of Marin
Fort Cronkite, Beach
Kerby Cove Beach
Mt. Tamalpais
Muir Woods
Samuel P. Taylor Park (redwoods)
San Francisco Bay Model - Sausalito
Stinson Beach

East Bay

Chabot Observatory, Oakland
Lawrence Hall of Science, U. of C.
Oakland Fairyland
Oakland Zoo

Peninsula

Gary's Pumpkin Farm, Half Moon Bay (726-4929)
Golden Gate Produce Terminal, South San Francisco
Marine World
Moss Beach Tide Flats
San Francisco International Airport
Thorton Beach
Train Ride (Southern Pacific), San Francisco to Stanford

Other Areas

Alum Rock Park, San Jose
Cheese Factory, Petaluma
Fort Ross (Highway 1, North)
Fort Sutter, Sacramento
Indian Museum, Sacramento
Jack London's Home, Sonoma
Petaluma Clover Dairy (cottage cheese, bottling milk)
Soda Springs (Interstate Highway 5, snow area)
Sonoma:
- Adobe
- General Vallejo's Home
- Mission San Francisco Solano

State Capitol, Sacramento

* When field trip is planned, an advance call to point of destination is strongly recommended; in fact it will frequently eliminate the usual entry fees.

Appendix V

ASSIGNED RESPONSIBILITIES FOR FORMAL INSTRUCTION

	Focus		Responsibility
1.	Planning TC concerns (small seminar)	1.	Individual TC trainers
2.	Control (total class) (staff panel) Small seminar	2.	Staff Individual TC trainers
3.	Phonics (programs-materials-methods) R/LA (sequence-materials)	3.	R/LA Instructor
4.	Personnel - Placement in SFUSD	4.	District Instruction Coordinator & District Personnel Officer
5.	Ethnic Minorities in the Community (community panel)	5.	Community Services Coordinator
6.	Black identity (guest speaker: Black psychologist)	6.	TC Trainers
7.	Professional Organizations (guest speakers)	7.	Individual
8.	Simulation games; Manipulative Math Activities (2 guest speakers: Math Teacher; Foreign Policy Assoc.)	8.	Social Studies Instructor
9.	Working within the System (guest speaker: Schools for the Future)	9.	Coordinator of Teacher Education
10.	Grouping for instruction	10.	Individual TC Trainer
11.	Teacher relations with parents (multi-ethnic community members 1:1 role-playing)	11.	Coordinator of Community Services and TCandidates
12.	School Administrators (staff panel)	12.	TC Trainer
13.	Role of the Teacher (10 candidates - demonstration)	13.	Individual Teacher Candidates
14.	Drug Workshop (community and school panel)	14.	Individual Teacher Candidates
15.	Recommendations for FYT (Supervising First Year Teachers)	15.	2 Teacher Candidates

STEP-TTT - June 2, 1970

MEMO TO: Students

FROM: Leslie Goodman, Linda Wilgus

RE: Suggestions from SCT's for First Year Teachers' First Weeks

In order to help us get through the first few weeks of teaching next fall, our SCTS were asked to give us their advice in 14 specific areas. The following is a summary of their ideas. Since all teachers have different styles you will find contradictions in the material; all ideas were included, however, to give you a wider range of reference.

#1 - ARRANGING PHYSICAL ENVIRONMENT INCLUDING BULLETIN BOARDS

1) Have enough furniture
   a) Arrange it so kids can see blackboard
   b) Might be arranged in circle or horseshoe to facilitate class discussions
   c) Have movable name tags on desk
   d) Plan seating arrangement with regard to good lighting - (care of eyes important)

2) Bulletin Boards
   a) Plan basic outline and let it grow
   b) Plan an activity that results in material for the bulletin board
   c) Have displays that begin conversations and provoke questions from the students
   d) For primary grades use colorful and large pictures
   e) Leave bulletin boards blank and let students fill them with their own stories and pictures the first day
   f) Put up cheerful backing paper and let students choose theme from their own interests
   g) Might have a bulletin board of children's outside reading

#2 - ESTABLISHING "GROUP" PSYCHOLOGICAL-SOCIAL CLIMATE

1) Find project related to school or community that everyone can get involved in
2) Take all field trips alone so children can get to know each other
3) Let children pick own seats - watch that one child is not isolated
   a) Have students write a short paragraph about who he would like to sit by - this gives insight into the leaders of the class
4) Be yourself
5) Learn the names of the children

6) Organize games requiring participation of all children
7) Have children write about their summer vacations and make them feel important when they read them to the rest of the class
8) Introduce new kids and either assign or ask for volunteers to act as big brothers or sisters
9) Have daily class meetings where you discuss with the children the problems within the class
10) Have a class government
11) Have trust developing exercises such as blind walks
12) Let the children decide what they expect from each other. List their conclusions on a chart with a possible heading of "Good Citizens Remember These Rules"
13) Role playing will provide a means for the establishing of a positive psychological-social climate

#3 - SETTING UP CENTERS OF INTEREST INCLUDING LIBRARY, SCIENCE, MATH

1) Get to know your class first - develop centers according to yours and class' interest
2) Having visited different classrooms, plan an interesting, functional arrangement (This can be readjusted as interests change)
3) Include easy books for slower readers and some familiar books so they feel comfortable
4) Have manipulative t ings and things provoking questions
5) Use refrigerator carton boxes to divide interest areas and provide some privacy
6) Display puzzles and games
7) Introduce new books
8) Use plastic vegetable bins to hold books if space is limited
9) Don't set up too much at once; explain things to a few kids and then let them teach others
10) Have a corner desk or utility table with library books, paperbacks of your own, math games, puzzles, science material, small fish tank, rocks, sea shells
11) Have children help choose new books for library table

#4 - HOUSING AND DISTRIBUTING OF SUPPLIES

1) Make all supplies readily available and within reach of the kids; should be neatly kept
2) Try to avoid possessiveness - have classroom pencils, erasers, crayons, etc. rather than each child having his own
3) Each child should have his own tools
   a) Distribute pencils and crayons and let children use them right away as it saves problems later

b) Milk cartons covered with contact paper and labeled with each child's name, plastic cups, or dishes make good containers for crayons and pencils

4) Keep paper on shelf and bring out a daily supply
5) Have definite place for kids to put completed daily work
   a) Apple boxes covered with contact paper make good "filing cabinets" for paper supplies
   b) Cut-down grocery cardboard cartons or a basket are also adequate
6) Have stick for dishing out paste
7) Plastic buckets are useful in rooms without sinks

#5 - WORKING OUT MUTUALLY "RULES" OF BEHAVIOR

1) Go over school rules the 1st day
   a) Orient kids in school yard (i.e., how to wait)
   b) Practice no-running rule and entering school building
   c) Explain what the bell means
2) Establish a few rules yourself (i.e. don't hurt yourself, others or things) and discuss them the first day, then:
   a) let class go from there
      or
   b) establish other rules as problems arise
3) Give kids a chance to make misjudgments in their rules, too, so that they are actually sharing in the decision making
4) Adhere <u>strictly</u> to the rules the 1st few weeks, loosening up as weeks go by
5) Be consistent. Rules are meaningless if you can't or don't follow through
6) Have each child think of the rule he feels is most important. Discuss the suggestions and then let everyone vote to decide whether or not to keep the rule
7) Have a class election after one week and elect a committee to formulate mutual rules
8) Discuss with the children how they feel about certain things such as someone being interrupted
9) Have a class meeting discussion. Decide necessary rules - Keep simple and attainable

#6 - DIAGNOSING INDIVIDUAL CHILDREN

1) This will take time. Confer, if possible, with former teachers. Children do not always show their capabilities at first with a new teacher
2) Have kids read aloud in small groups starting with easy readers
3) Give some diagnostic tests to group in math etc.
4) Keep a one day's observation record on children whose behavior puzzles you
5) Don't diagnose during 1st few days - give a week or so to warm up
6) Play arithmetic games showing a lot of ability

7) Try to learn all children's names the first day
8) Refer to "cum" folders: list kids with difficulties in previous classes. Use this list as a guideline and try to find solutions, using also your own observation
9) Read paragraphs (autobiographical ?) kids write
10) Check "cum" folders for physical disabilities
11) Check reading cards for group placement

#7 - PREPARING FOR RECORD KEEPING

1) Keep simple at first. Some teachers like card files. Others record books - or individual subj. record pages
2) Do it immediately so you don't get behind
3) During the second week of school or so make out a ditto of all the students' names listed in alphabetical order
4) Set up your grade book after 1 month because there are many changes the first few weeks
5) Do not enter names in the State Register until you are fairly sure that the class as given to you will remain so
6) Try James Brown or cool jazz while work is going on

#8 - SETTING UP RESOURCE FILE INCLUDING MULTI-ETHNIC, MANIPULATIVE MATERIALS

1) This will be a growing, continuing file. Many children will help in gathering materials. Parents and members of racial groups will add much
2) Use a big box covered with wallpaper for each subject. Cardboard apple boxes covered with contact paper also work or you might spray paint grape boxes
3) Set the file up according to subject and grade
4) During the summer start collecting spools, buttons, chips, yarn, egg cartons, pictures (i.e. from magazines) and snapshots of different sections of town and landmarks
5) Look through library card index and develop lists
6) School department furnishes good reading lists from time to time
7) Look through visual aid catalog and order materials at beginning of term

#9 - GETTING ACQUAINTED WITH SCHOOL STAFF

1) Ask questions
2) Smile a lot
3) Wear a name tag
4) Show an interest in getting to know other teachers
5) Peek in rooms and comment on the work
6) Be open to the staff
7) You will be introduced to the staff the 1st day at a school meeting
8) Check with teachers having the same grade level
9) Try to get into class the Wednesday before school opens:
   a) Clerks and administrators will be there to advise you
   b) You meet the custodians and other "earlybird" teachers
10) The principal will involve all new staff in school activities

#10 - RELATIONS WITH PARENTS

1) Be gracious! Parents are your best friends and helpers!
2) Be positive first (i.e. the reason you're calling is because you're concerned over child's well-being)
3) Send note home explaining your position on homework, discipline, etc. and welcoming parents to discuss any problems with you
4) Begin the first day
5) Always be available for conferences
6) Get to know parents before trouble starts
7) An open classroom with an invitation to visit anytime is a good rule
8) Solicit their help
9) Arrange home visits, if parents are willing, to introduce yourself and find out what parents expect for their kids
10) Have group meetings
11) Have individual in-depth contacts
12) Drop in on things (choir, basketball practices, etc.) in which kids are involved
13) It's better to phone then to write a note
14) Don't try to handle serious problems yourself - let the principal in on what is going on

#11 - LEARNING SCHOOL POLICIES

1) Work to change them if needed
2) Don't cut yourself off from older teachers; they can help if you don't turn them off
3) Ask before you do; ask questions
4) Listen and look
5) Consult the teachers handbook
6) Principal and administrative staff will present and explain school policies

#12 - PLANNING YEARLY CURRICULUM GOALS WITH CHILDREN

1) Be flexible to kids interests
2) Give the students real options
3) Have lots of ideas to stimulate students
4) Have discussions; ask kids what they want
5) Refer to "cum" folder for any needs or weaknesses
6) Plan to do what you know or enjoy for your first unit
7) Study kids' interests: a) observe class behavior when working or playing; b) analyze news and stories for their background; c) get acquainted with the neighborhood
8) Don't set goals until after a month
9) When advised of grade you will teach learn the curriculum areas - scope and sequence of learning activities of each subject. Plan and discuss with class these goals

#13 - ESTABLISHING CLASSROOM ROUTINES

1) Make charts for helpers and activities
2) Set an example for neatness and completion of work
3) Set a few ground rules (lining up, raising hands, sharpening pencils, where they eat lunch, what part of the yard they play in, how they are excused)
   a) This could be done in a "talk" the first day. Initiate with such questions as "How do you feel when...?" or "What is best...?" so that children feel a part of the routines.
4) You, as teacher, may have to take a day to show how things are done in class
5) Discuss good habits and attitudes with class. Allow children to help set up rules of behavior in helping to establish these routines
6) Have kids suggest ways of organizing
7) Emphasize one routine at a time
8) Adhere strictly to the routines once they are established. Be firm and consistent

#14 - YOUR PARTICULAR MUST

1) Do as many things as you can that aren't academic or schoolish and that get your class together (Build and fly kites, make bread, play musical instruments, have a picnic, go swimming, have an overnite hike/camp, sing & paint
2) Plan 1st day in extreme detail and get a good nites sleep beforehand. Don't oversleep the 1st day!
3) Have an activity chart that changes daily for the class to use during free time. The activities could involve: blocks, puzzles, painting, library, science center, chalkboard, art box (paper paste, scissors), magnetic board, arithmetic games, spelling games, clay, flannel board
4) Have a folder for ea. child and instructions on how to file their own papers -- staple work to be sent home each Friday
5) Have a box or folder to put work that is to be corrected in
6) Get kids to accept and like each other. Keep feelings in the open
7) Share yourself with the kids -- learn with them
8) Keep your mouth shut and listen! Eventually you will take part in faculty discussions
9) Have something to do the 1st day that makes the children feel that coming to school is worthwhile. A simple project that they could take home the 1st day would help
10) Visit your classroom in vacation
11) Plan; arrange classroom furniture in a convenient, functional pattern
12) Select seasonal colors, pictures, exhibits to stimulate interest and learning in a creative environment

APB/ TB 5/14/70
ab/6-2-70

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5) Lederman. Anger and the Rocking Chair.
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Appendix X (1)

Evaluation by a Student of Ed. 177 Course - Roles of the Teacher

Content:

The proposed content areas included

1) Social issues (community action)
2) Alternative schools
3) A teacher's personal growth, and
4) Urban problems

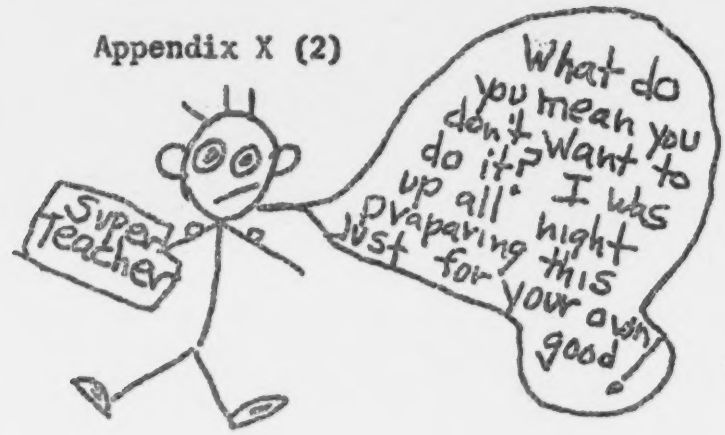
to be explored through individual projects. We all attended and participated in a conference on "Alternatives in Education," held at Santa Barbara in April, but did not explore the other three areas. Instead, we inventoried various activities and strategies used by STEP student teachers and compiled them into a booklet (see attached). We also organized a workshop in which teacher trainees shared various skills that could be used in the classroom.

Participation:

We had 10 meetings of the entire class and several other meetings of small groups of students. Including time spent for these discussion meetings and for work activities, each student spent around 25-30 hours for the course.

Evaluation:

The course was not successful in meeting the proposed objectives, primarily because students had a conflict of time with student teaching. It was flexible enough so that we could digress into an area not covered in the objectives but which was of interest to the participants: specific activities; lessons; ideas; units; projects that student teachers found successful in inner city multi-ethnic classrooms. The resulting project -- a booklet -- would not have come out of student teaching seminar alone because of the extra time and effort needed.



Ideas from Student Teaching '70

SUBJECTS: Science Math Reading Social Studies games/fillers
behavior MISCELLANEOUS Language Arts Music/ Art

Appendix X (3)

What Is the True Function of a Teacher?

The banyans and the tamarinds dominated the small valley, which was green and alive after the rains. In the open the sun was strong and biting, but in the shade it was pleasantly cool. The shadows were deep, and the old trees were shapely against the blue sky. There was an astonishing number of birds in that valley, birds of many different kinds, and they would come to these trees and so quickly disappear in them. There would probably be no more rain for several months, but now the countryside lay green and peaceful, the wells were full, and there was hope in the land. The corrupting towns were far beyond the hills, but the nearby villages were filthy and the people were starving. The government only promised, and the villagers seemed to care so little. There was beauty and gladness all about them, but they had no eyes for it nor for their own inward riches. Amidst so much loveliness the people were dull and empty.

He was a teacher with little pay and a large family, but he was interested in education. He said he had a difficult time making ends meet, but he managed somehow, and poverty was not a disturbing factor. Though food was not in abundance, they had enough to eat, and as his children were being educated freely in the school where he was teaching, they could scrape along. He was proficient in his subject and taught other subjects too, which he said any teacher could do who was at all intelligent. He again stressed his deep interest in education.

"What is the function of a teacher?" he asked.

Is he merely a giver of information, a transmitter of knowledge?

"He has to be at least that. In any given society, boys and girls must be prepared to earn a livelihood, depending on their capacities, and so on. It is part of the function of a teacher to impart knowledge to the student so that he may have a job when the time comes, and may also, perhaps, help to bring about a better social structure. The student must be prepared to face life."

That is so, sir, but aren't we trying to find out what is the function of a teacher? Is it merely to prepare the student for a successful career? Has the teacher no greater and wider significance?

"Of course he has. For one thing, he can be an example. By the way of his life, by his conduct, attitude and outlook, he can influence and inspire the student."

Is it the function of a teacher to be an example to the student? Are there not already enough examples, heroes, leaders, without adding another to the long list? Is example the way of education? Is it not the function of education to help the student to be free, to be creative? And is there freedom in imitation, in conformity, whether outward or inward? When the student is encouraged to follow an example, is not fear sustained in a deep and subtle form? If the teacher becomes an example, does not that very example mold and twist the life of the student, and are you not then encouraging the everlasting conflict between what he is and what he should be? Is it not the function of a teacher to help the student to understand what he is?

"But the teacher must guide the student towards a better and nobler life."

To guide you must know; but do you? What do you know? You know only what

you have learnt through the screen of your prejudices, which is your conditioning as a Hindu, a Christian, or a Communist; and this form of guidance only leads to greater and misery and bloodshed, as is being shown throughout the world. Is it not be function of a teacher to help the student to free himself intelligently from all these conditioning influences so that he will be able to meet life deeply and fully, without fear, without agressive discontent? Discontent is part of intelligence, but not the easy pacification of discontent. Acquisitive discontent is soon pacified, for it pursues the well-worn pattern of acquisitive motion. Is it not the function of a teacher to dispel the gratifying illusion of guides, examples and leaders?

"Then at least the teacher can inspire the student to greater things."

Again, are you not approaching the problem wrongly, sir? If you as a teacher infuse thought and feeling into the student, are you not making him psychologically dependent on you? When you act as his inspiration, when he looks up to you as he would to a leader or to an ideal, surely he is depending on you. Does not dependence breed fear? And does not fear cripple intelligence?

"But if the teacher is not to be either an inspiree, an example, or a guide, then what in heaven's name is his true function?"

The moment you are none of these things, what are you? What is your relationship with the student? Did you previously have any relationship with the student at all? Your relationship with him was based on a notion of what was good for him, that he ought to be this or that. You were the teacher and he was the pupil; you acted upon him, you influenced him according to your particular conditioning, sex, consciously or unconsciously you moulded him in your own image. But if you cease to act upon him, then he becomes important in himself, which means that you have to understand him and not demand that he should understand you or your ideals, which are phony anyway. Then you have to deal with what is and not with that should be

Surely, when the teacher regards each student as a unique individual and therefore not to be compared with any other, he is then not concerned with system or method. His sole concern is with 'helping' the student to understand himself, so that he can face intelligently, without fear, the complex process of living and not add more problems to the already existing mess.

"Are you not asking of the teacher a task that is far beyond him?"

If you are incapable of this, then why be a theacher? Your question has meaning only if teaching is a mere career to you, a job like any other, for I feel that nothing is impossible for the true educator.

from J. Krishnamurti
Commentaries on Living
2nd Series

If the foregoing is, in places, a little unclear, or even unintelligible, or completely incomprehensible, or if you understand it all too well but disagree vehemently, remember:

Bird in hand gathers no moss.

CLASSROOM PROCEDURES

1. Listen to children
2. Respect honesty
3. Have a sense of humor
4. Start from experience level, then to concept development
5. Hit all bases on one level of sensory perception
6. Communicate on different levels - don't ignore non-verbal; what you do is more important than what you say
7. Be aware; prepare for attitudes in lesson; notice and be sensitive to change of attitude

(Barbara and Libby)

8. I made two kids write on why they had a fight. More than once they wrote some unkind words about the other. So later I asked one of them to write one thing he <u>liked</u> about the other. It took him a while, but he finally came up with one: "One thing I like about Russell is he plays good." (Nancy)

9. Someplace in the room write a schedule for each day. (Bob)

10. Field trip preparation - begin several days in advance by using maps, photos, bus schedules or other material to give the location of the trip a perspective; make sure students know <u>why</u> they are taking that particular route to that particular place on that particular day; individual contracts enable each student to determine beforehand what he wants to look for on the trip and how he is going to share it afterward. (Bob)

11. Films - discuss each film before viewing it so that students have specific things to look for as they watch. (Bob)

Language Arts

Vocabulary - Password

Two teams. One representative from each team stands with his back to board. Teacher writes vocabulary word. Team members give hints to the word - e.g., synonyms, etc. One team at a time until word is guessed. (Suzy)

Contractions - Chart

A chart with contractions, clothes pins with words which make up a contraction. Match by clipping pins to words. (Suzy)

Poetry - N.Y. Review of Books, May '70

a. List of two adjectives and/or nouns - e.g., color, comic strip characters
b. Each student writes one line beginning with "I wish ... and using one of words in list.
c. Compile
d. Play music, show pictures to stimulate individual "I wish" poems. (Suzy)

Drama and role-playing - a beginning unit starting with charades and pantomime and working into improvisation, role-playing, and prepared plays (Bob/Libby)

Creative writing center - Can provide which students sign up to use two at a time with a box full of suggested topics to write on, e.g.
"Who's this? He is at a get-together party"
"Words that come to my mind when I hear 'stick 'em up'"
"Ten dumbest kinds of kids"
"Two lists of words, one describing the city, the other the country" (Bob/Libby)

Children poems - have some on discs (Libby)

Role-Playing - (Circle line breaker)

Pantomime "feelings" faces. Draw faces. Describe what seen or what feeling being expressed. (Camilla)

Unusual things "looking like" or "sounding like" something more usual and relating it with description. (Camilla)

Tape ... an interview - a field trip experience. Play ... back it, and listening to it for evaluation ... learned. ... (Camilla)

... vocabulary ...

Language Arts

Syllables - Construct three trucks - one part, two parts and three parts with slots using words with up to three syllables cut up. Children pick out syllables and fit them into the proper trucks. (Heidi)

Describe someone or something. (Nancy)

Given candid photos of the class, students can make their own captions. (Jean)

Class poem. Each person contributes a line. Kenneth Koch's poetry article N.Y. Times Book Review. e.g. - "Summertime is... "I wish... "I like... (Nancy)

Write your own riddles. (Nancy)

Teacher says a word. Kids write a word which pops into their head. Nancy

Project - "Keep or dream of a secret place". Describe by writing certain aspects (or verbalize), draw certain things, games, riddles, etc., all about the secret place. Can make a booklet. (Kamilla)

Spelling

Play Simon Says with spelling words. (Nancy)

Baseball spelling. An organized spelling game using the corners of the room as bases, scoreboard. When someone's up they have to spell a word. (Nancy)

Using all letters contained in a group of spelling words. Write each letter on piece of paper and give to each child. Call out words and children come up and make the word. (Heidi)

Black History

Write own history books -- act out situations as a Black person- write on "How would you feel if you were a slave on a ship" - 2 tests, open and closed book. Barbara Williams

Africa

Make instruments out of cardboard boxes, cheese canisters, milk containers- make costumes using potato print or painted material- games- pictorial stories- Jo Lives on Kilimanjaro by Ingrid Lindgren. Boy of Egypt by Natalie Norma. Carmet Is Red in Ethiopia by Aron Frick. Make mask parade, sculpture animals- Ebo phrases (Nigeria): Ja Ide - Hello; How are you - Kewu, I am fine - Omasu, good by - Ka Lesie. List what you know about Africa and one for what you want to know. Cindy Arnold and Suzy Gebhardt.

Japan

Haiku poetry. Vicki Easton.

Japanese meal cooked in class- eating on floor using chopsticks- song-game from Japan- make Japanese lantern. Camille Wade

Inventions

Students pretend they are getting ready for school, list differences now and then- time chart on butcher- invaded by centuries, students arrive in costumes from different eras to put on chart. Adam Hutchins

Map reading

Put signs of directions [illegible] -treasure hunt in class with written [illegible] from school to their home- using road maps- students find location from worksheet done by teacher. Karla Hollaway

Communications

Use real phones- make personal phone directory- make telephone directory for class- make emergency telephone list- be put on hang phone- game; telephone tag- pull apart telephone and tape them. Camille Wade

The telephone company will supply many materials for such an

State Capitol

Make a film strip of field trip as environment- [illegible] seen on the way to the Capitol and at the capitol- students paired to draw one of the areas visited and write [illegible] together- pictures placed in order and filmed- [illegible] go with pictures. Katrina Jones

SOCIAL STUDIES

California Indians:
Marilyn Coons -- 4th gr -- included Spanish
Jerry Irwin
Olivea Scotten
Libby Scholler -- how they used natural resources

California Gold Rush: Camille Wade -- 4th gr

Ecology of the Human Body: Linda Willcus -- 2nd
Jean Thornton

Health and Protection Workers: Maurine James -- 2nd

Communications: Barbara Villiers -- 2nd
Janet Brast -- 2nd

Japan:
Cherry Arnold -- 4th
Heidi Heston -- 4th
Karen Lamiskis -- 4th

Recent California History:
Bob Beckstrom-- Multi-ethnic Migration
Gus Kearney- " " "

Self- Concept:
Sue Makens -- 1st gr

Prehistoric Man:
Suzy Gebhardt-- 5th

Transportation:
Elizabeth Quirora -- 4th

Alaska:
Leslie Goodman --4th

Inventions:
Adam Hutchins

Earth as a Planet:
Mary McMillan -- 3rd

San Francisco Bay Area:
Mick Linehan--4th

Social Studies Unit (Cont'd)

Family:
Helen Mogck--1st gr

Prehistoric Man:
Shirley Matsuhiro--Early Man and Early Life--3rd

Transportation:
Bill Dittman--2nd

Waste and its Disposal:
Marilyn Coons--1st

1. Vocabulary Words - write sentences containing vocabulary words; have vocabulary cards; read sentences introducing new words; erase the words in the sentences; children select correct vocabulary card and insert in sentence. (Heidi)

2. Cooperative story- discuss title of story; introduce new vocabulary words; write cooperative story about the title using new words; read the actual written story and compare with students' story. (Heidi)

3. Word Card Game- have bag board vocabulary cards; child picks out bag teacher says one of the words and student holds up card; child picks another student to say remaining word. (Camille)

4. Children Make Something; list words concerning what they made; now them in a simple sentence that they can read. (Camille)

5. Child picks personal experience; chooses words concerning experiences; he uses new words in a sentence. (Camille)

6. Contest; Who knows the most words? - children write down all the words they know. Rules; no repetitions; all words must be spelled correctly; must be able to read all words. Give a prize for winner. (Nancy)

7. Kids read into tape recorder, listen, evaluate themselves, and write I.O.U.s for themselves about things which they can improve. As intervals tape again, listen and look for progress and improvement. (Camille)

8. Kids cut related pictures (example: transportation, clothing) out of magazines and paste onto paper. Teacher and student label pictures. K-3. (Nancy)

9. Make shoebox board. (Libby)

10. Decision-making lessons. (Libby)

11. Show pictures; students to write sentences about pictures. (Barbara)

12. Told playing; write out what they did. (Barbara)

13. Individualized reading program - based on library books and ways to share books with other students. 5-6 grade. (Bob-Libby)

37. Write or tell new adventures, experiences, or incidents to add to a book.
38. Write a poem to accompany a story.
39. Add an original stanza to a poem.
40. Make a slide showing a scene from a story.
41. Dress as one of the characters in the story and dramatize his role.
42. Write a book report to hand on the line captioned "A Line of Good Books".
43. Write and draw a rebus for a story.
44. Make mobiles of characters in books.
45. Show original drawings from stories on the opaque projector.
46. Perform a science experiment for the class after having read about it.
47. Dramatize a story using stick puppets.
48. Dramatize a story using flannel board figures.
49. Make a pie plate movie. (A paper pie plate is divided into 4 parts. In each part a scene from the story is drawn. A second pie plate with ¼ cut out is attached by a fastener to the illustrated pie plate. The top plate is revolved to show on a scene at a time.
50. Make a peep show.
51. Construct a miniature stage setting for part of the story.
52. Give an illustrated lecture for a travel book by using post cards, pictures from magazines, slides.
53. Write to the library board requesting that certain books be purchased for the children's collection.
54. The class can prepare a book fair advertising their favorite books.
55. Poetry books can be shared-
    choral reading
    write a composite poem
    dramatize a poem
    collect pictures to illustrate verses
    accompany poetry with various rhythmic activities
    set a verse to music
    plan a poetry parade with costumes

SCIENCE

1. Insects — look at with microscope, magnifying glass; terrarium (Camille)

2. Flower study — garden and wild flowers -- how can a wild flower become a garden flower? Same with farm animals and wild animals; being able to distinguish (Camille)

3. Flower chart — Color - like sun, blue sky, sunset (Camille)

4. Leaf rubbing — tour with school gardener (Camille)

5. Air — drying things inside, outside, hot fan blower (Camille)

6. Field Trip — S.F. Flower Mart (Camille)

7. Animals — pantomime animal or insect stories (Camille)

8. Flowers — rename various flowers with the class (Camille)

9. Dying — use natural materials, such as brick, stones, berries, fruits, flower petals, etc. (Camille)

10. Sex Education — unit, using plastic models and [illegible] and relates to flowers and animals; culminates [illegible] Unsure "How did I come alive?" (Barbara)

11. Soil — Short unit based on various experiments (Camille)

12. Ecology — a 2-week unit including nature study, interrelationship of plants and animals with their environment, [illegible] animals, nature of soil, plants, animals, [illegible] garden and field trips to the local swimming pool, Muwekma, Josephine Randall Jr. Museum, Golden Gate Park and Ft. Mayes. (Libby/Bob)

13. Experiments — good resource books for teachers:

TEACHING SCIENCE WITH EVERYDAY THINGS, Victor Showell, McGraw

SOURCE BOOK FOR SCIENCE TEACHING, UNESCO (paperback $4)

CONSERVATION FOR CAMP AND CLASSROOM, Robert Hale (Libby/Bob)

14. Nature — films for intermediate grades:

"Plants Obtain Food", "Animal Habitats", "How Animals Protect Themselves", "Animals of the Grasslands" (Libby/Bob)

15. Books — "See and Do" Science Series - primary [illegible] (Camille)

" — SCIENCE IS A WAY OF THINKING, Lawrence Senn (EMSD)

Camille Wade
March 30, 1970

Craft Project - tissue bottle decoration

1. Instruct children in advance to bring a bottle from home. Stress selection of a bottle that is clear with no labels or protrusions. Colored ones may be used. Encourage the children to bring a variety of unusual shape if possible. Discourage use of bottles which are too small, i.e., mustard jars, some medicinal jars, etc. Clean the bottles before using.
2. Have a storage area for bottles as they come in and label bottles with child's name (masking tape is good for this purpose).
3. Have colored tissue paper. The children may cut it into any size and shape desired if time permits and their abilities indicate. Otherwise, the teacher can cut the tissue beforehand and divide it in piles to groups of children. Various geometric shapes are best to use with some pieces a little larger and some smaller. There can be much flexibility in regard to tissue cutting, shape and color.
4. Use Elmer's Glue or a similar one, adding a little water so that it is thinner. If glue is too thick it makes the work quite messy and ruins the tissue. The teacher can have a glue preparation for groups if desired or the children can make their own preparation.
5. With a brush, children completely coat outside of bottle with glue, except for bottom.
6. Children begin to apply tissue. Tell them to smoothe pieces down. Pieces may be placed over each other by adding more glue on tissue pieces underneath. This layering effect is very attractive and looks marvelous when the bottle has light shining through it.
7. All of the bottle should be covered. This is where small pieces of tissue come in handy. When done tissuing, apply one more coat of glue over all the work.
8. Let dry overnight. Bottles can be set upon cut or wax paper glue and any tissues that may not stick. Any tissue edges should be smoothed down. The bottles look pretty bad at this point but things greatly improve.
9. The next day, paint a coat of clear varnish evenly over the bottle by brush. Smooth rough places down. Children may do this as time permits. Caution children to be careful not to get varnish on their clothes, as it is very difficult to remove.

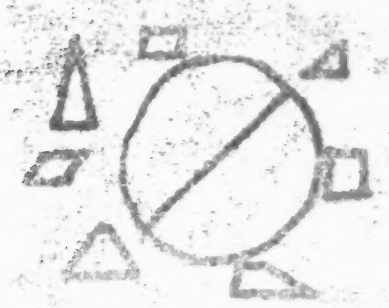
It is wise to have a model available to show children what you want them to do. Children often learn more by doing than by being told.

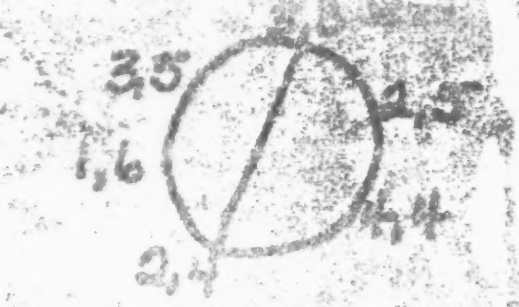
Bottles may be used for bubble bath, cologne, etc. They make excellent gifts for the children to give to their family.

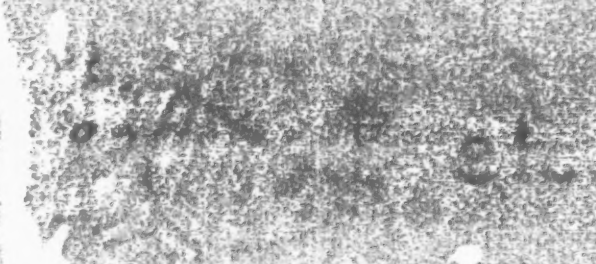
[illegible]

1. Pupils made individual graphs of birthdays in the class.
   Design Graphs showed:
   - number of people in class
   - number of girls and boys in the class
   - pictures of girls and boys in class
   - what month each person's birthday is in

2. Game "Only pie chalk talks"
   Pupils to interpret any explanation. Draw the [illegible]
   and draw the lines connecting them.







After all lines are drawn ask the children what operation is applying. If a child draws wrong line - simply ignore addition and note division depending on grade level.

3. Draw picture graphs. Each section has a problem [illegible] etc/.) Bottom of paper has answers - each to be [illegible] (i.e. about 7 answers for my 25 problems)

4. Cuisenaire Rods
   [illegible] Rods ditto worksheets that [illegible] to respond to the same colors as cuisenaire rods

5. Read counter registers for counting, addition, subtraction value (developed concept putting 0 - 9 as opposite to number 10.)

   Rich Lischer

6. Graphing Experiences
   - Graphs in different forms: circle and bar
   - Circle graph led to bar.

Math, page 2

- Content: class - how each child spent an average day
  bar - generalize how class spent time in particular activity.
- kids got to work together on bar graph.
- tried to create atmosphere of competition to see who could make work and write best thinking questions about graph. Elizabeth Quiroga

7. - prior - made clocks out of paper plates and pipe cleaners
Elizabeth Quiroga

8. Sequence

- practiced telling time with worksheets
- practice determine how much time elapsed between two given times.
- worksheet - hours spent on five given activities
- free worksheet made circle graphs divided into 24 parts showing hours spent on those 5 activities color coded. Not ordered as to to time of day or sequence.
- write comments about circle graphs
Worksheets
reading and interpreting graph. Hours per day and hours per week spent on each activity.
comparison activity you spent most hours on - problems with concept of most, least.
- class groupings for bar graph; showing how many hours each individual spends on a given activity. 5 groups - circle graphs divided into and pasted at 5 stations. Each committee assigned to a station. At a given time each committee moved to new station until all stations covered by each committee.
- committees explain their graph; [illegible] coded
- each committee wrote a report on the graph
- [illegible]

9. Vocabulary

[illegible] completed this. (All Wood Door Co., So.S.F., Old Keystone, can also

[illegible] for spelling reports (all grades)

Sue Kahlen

[illegible] 2's, four person mat 8's up - Mary Hubbard

[illegible] each different for 100's (e.g. 200), 10's, 1's, so that [illegible] numbers using different colors. Each different place would be one number. Mary Gebhardt

12. Geometry - [illegible] of shapes

Cut out pictures out of magazines and outline geometric forms within the pictures and put them on butcher paper - Marilyn Cannon

13. Money

[illegible] equivalences using pictorial representations [illegible] of equations - free play with play money - using pictures from magazines, judge roots and how would pay - auction - [illegible] - Mary Gebhardt

14. Graph programs using graph paper with lecture of student's [illegible]

[illegible] - color 1st square down cut out shape
2 - color 2nd square down that when matched
3 - color 3rd square down
compare shapes
spelling

Barbara Williams

15. Fold [illegible]

cut out multiplications - Barbara Williams

16. Newspaper advertisement

times and division (wrote out sentences about exchange) Barbara Williams

17. Geometry - Chinese paper folding

design inside; calidescope effect - hang from ceiling - Barbara Williams

18. Exchanged graphs with another school - same grade - high school
pictorial representations - Barbara Williams

19. Concept of ten

Chart sums of ten with two colors and at end of each line, squares using colors for sums and under that of squares that color 1-9

leading up. - Camille Wade

20. Recognition of time

Making paper plate clocks that will be held up when a time is stated and they move hands to the time given. - Camille Wade

[illegible]

[illegible]

[illegible] [illegible] [illegible] (content) in a [illegible] (reinforced time [illegible] for [illegible]) - Camille Wade

[illegible]

[illegible] [illegible] clock hands, one in each hand and when time [illegible] hands accordingly - Camille Wade

[illegible]

[illegible] [illegible] right activities and label as early, stores, [illegible] Students Assignments that use time - Camille Wade

[illegible]

numbers on [illegible] and children [illegible] addends stated to get to sum Camille Wade

15. For skills practice with operations - Bingo
caller reads flash cards (e.g. multiplication). Player must know answer in order to determine whether he has that number on his card. For multiplication and division special bingo cards must be made on which all numbers are possible products or quotients (e.g. 37 can not be factored) Bob

16. Money Match
Game consists of 3 piles of monopoly money ($1, $5, $10) and three piles of question cards color-coded to correspond to the values of the money ($1 questions are easiest, $10 are hardest). Players sit in circe; one player is "teacher". He asks each player in turn whether he wants a $1 question, $5 question, or $10 question, and chooses a question card from the proper pile. If player answers correctly, he gets corresponding amount of money. After 4-5 rounds, each player totals his money. Highest total wins. Bob Bachstrom

17. Dice
Players take turns throwing dice. Depending on skill being practiced, they either add, subtract, or multiply two numbers. Scores are recorded and added at end of game. Highest total wins.

18. Word Problems
Cut full-page ads from newspapers and have students go on imaginary shopping trips, keeping track of what they buy, how many of each, and how much money they spend. Variation is to give each student a fixed amount of money to spend and see how many items he can buy with it. - Bob Bachstrom

Math, page 3

29. Time - "Rock Around the Clock"
- After they know how to tell time somewhat
- Draw large clock on floor with numbers and have children stand on a number.
- Play song "Rock Around the Clock". Students dance around clock, teacher takes needle off record and calls out a time e.g. 9:00. All children except the two them make up that time, jump off the clock. Then ask, who is the big hand, and who is the little hand?
Ms Heidi Keaton

30. Graph - Favorite Foods
- Children list about ten favorite foods
- Each child can vote twice
- each food is represented by a different color
- each child makes own graph using squares of construction paper
Heidi Keaton

Art

[illegible] a purple dominoids. Sandie

[illegible] Clarence. Sandie

[illegible] make a walk in the neighborhood and collect samples [illegible] also write down examples of things they see. Back in the class- [illegible] take groups, each responsible for making a collage on large [illegible] Dimension (One side of box/group). Suggestions cut-outs, slogans, and [illegible] with paint. Libby and Bob.

[illegible] sponges, paper, cabbage, potato - dip in tempera. Keith

[illegible] using toilet paper rolls and paper towel rolls, make them different [illegible] Cover with tissue paper and starch. Shellac. Cut up and [illegible] Yarn and straws-- tie yarn into circles and place in some pattern [illegible] dipped in starch. Hang with wire. Marilyn

[illegible] got old lens from optometrist (they threw them out)-- glue [illegible] pictures in and back with flowers glue. Paint back with gold gilt. Glue [illegible] Mary

[illegible] jewelry. Mary and Joann

Painting and pattern picture. Mary and Janet

Splatter paint on card board. Barbara Williams.

Moving using shoe boxes and cardboard. Libby

cardboarding. Libby

Puppets: toilet paper rolls to dry heads on
Mix-- wheat paste, sawdust (Allwood Door Co-- South S.F. on Old Bay shore on Thurs and Fri), water. Students can sculpture heads, let dry.
Buttons yarn, paint, material for clothers

Books on modern dance-- Libby.

Music

Dramatization of various animals in recordings . Katrina

Making movements to different tempos. Katrina

totem pole. each student paints a face on a shoe box with
kid, with construction paper make ears and nose, mount on
pole, end to end. Heidi Keston
Bob Richardson may help with ideas as he has lived there

Make mural depicting Indian things- leather. beads,plants,
etc-tell what used for.. Camille Wade

Make Japanese pot holders from old magazine pages.
Compare and contrast traditional and modern Japanese music Shirley Matsuhiro

Field Trips-Books

Field Trips

1. Museum Society-(Bill).
2. Airport
3. Harbor tours-6Tc ea.
4. Candlestick Park-free for group
5. Oakland Museum
6. Exploratorium
7. Pt. Reyes-beach and woods in one day
8. Aboretorum walk in Golden Gate Park
9. Muir Cave-Located on left side of the Golden Gate Bridge. Campsites for groups of 25. Restrooms and cooking pits available. 2 fam camp overnight. Must reserve site with Mt. Tamalpais Ranger station and pick up key at Pan Toll. Publich schools-free. Has a wooded area-hills for climbing, an old army bunker and a sandy beach. (See E.)

Books

magazine-Elementary Teachers Ideas and Materials Workshop. $15/yr. West Nyack, N.Y. 10994
Charlie Chaplin films-non-verbal communications-beautiful for role-playing for young kids: Goggles, Ezra Jack Keats

Field Trips

-K D I A , call Chuck Scruggs

Games - Filler, Miscellaneous

Human Knots-

Three children join hands in a circle. Keeping hands joined, they twist themselves into a knot-pretzel-any complex entangling they can do. Then one other child tries to untangle them in 10 seconds. He must tell them how to move (e.g., "Adam, put your head under here"), not push them around. (Cheryl Arnold)

Tic-tac Crocs-

Indoor rainy or rainy day game. A boy and girl chosen to be "it". They play a game of tag within the room with an eraser balanced on their heads. Keep score, boys v.s. girls. (Joan, Nancy)

Word games-

Write a long word on the board. How many little words can be made from this one? (Linda, Joan)

Make a one letter word using "a", a two letter word starting with "b", etc. ---- 26-letter word beginning with "z". (Jo Nancy)

Free-time Centers-

3-4 activity areas (easel, blocks, flannel board etc.)

Students change activity each day. This is structured free-play for primary. (Nancy)

Listen, Think, Do-

-recite list of directions to entire class

-let them think about them

-let a volunteer do what the instructions tell him to

-length and difficulty will vary with age level

Writers Club-

Each week several members give several presentations-play skit, story, poem, song, etc. All comment on each. A vote is taken as to which is the best. Winner copies it into a book which is in the classroom.

Getting Students Together-

-students form groups of 3; each group has 1 pencil, 1 piece of paper, etc.

-students use letters of their own names to make words. The words can be related to content your studying at the time.

-Rules-no talking, no grabbing, no signals, only allowed to give objects-paper and pencil to each other

-can be followed by a discussion of how students felt working in these groups at end can be followed by a larger project, for example, writing a co-operative story in same groups at time. (Bobbie)

MISCELLANEOUS

[illegible]

[illegible] finger puppets from construction paper and toilet tissue rolls. Figures are [illegible] as doctors and nurses. The [illegible] might be put on in play form.
Shirley

Make a bulletin board labeled "Our Job of Nature [illegible] things to put on this board.

Make a bulletin board labeled "Drugs: Helpful and Harmful." Children may draw pictures of drugs thus helping each other recognize them easily. Shirley

Air Resistance and Pressure developed. We built: parachutes, paper airplanes and clay boats.
Dick

Physiology

[illegible] in the classroom. The children were given experiences in film [illegible].
Dick

Reading

[illegible] reading and building vocabulary by using gas engines, cars and airplanes and relating them to reading and language.
Dick

Make flash cards of sight words or math problems in different shapes (appropriate for holidays) such as pumpkins, fish, valentines (hand who table). Shirley

Social Studies

Grow your own.....beansprouts
Each child grows his own sprouts of mung, sopheans of alfalfa in an aluminum pie tin with a few pieces of sloth. Children keep a journal of the beans' progress to share and compare. It only takes 60 to 80 hours. End the project or eat up them of course. Go to a health food store of Japanese market for further information. Sue E.

Make butter
You will need 2 pints of whipping cream and 2 quart jars. Pour the cream into the jars and the children shake passing it around. Pour off the whey. Rinse with the same amount of water and beer in a bowl with salt.

INDIVIDUALIZATION OF READING/LANGUAGE ARTS

In order to make Reading/Language Arts more geared to individual needs I broke the class up into small groups and at the same time expanded the time block to two hours and increased the number of alternatives that individuals could depend upon at any time.

To implement this I gave each person a schedule card detailing our 20 minute time blocks. However, as activities develop this becomes more flexible. Some people might insist that students follow their schedule. Others would have each student plan out his own day as part of a contract program. I preferred to let things slide to the point where each student would realize that whether he actually learned from those activities that were or might be available to him or did nothing was his choice and that he would have to deal personally with the consequences.

A teacher to be one who provided as many varied ideas, reacted to needs and pressures of students, and worked with small groups as the needs or activity demanded. You must have a lot of activities available. You must also be able to communicate the idea of independent decision-making in learning. You must be able to listen to and meet individual needs by setting up one-to-one visits or other appropriate relationships.

Submitted by Bill Dittmann

A-F = groups Schedule for Reading/Language Arts

	8:30	9:00	9:20	9:40	10:15	10:35
Spelling	A	F	E	D	C	B
Reading	B	A	F	E	D	C
Writing	C	B	A	F	E	D
Games	D	C	B	A	F	E
Tape Recorder	-	D	C	B	A	F
[illegible]		E	D	C	B	A

A Sampling of Staff "Thoughts, Ideas, Possibilities on Summer Contracts"

... You could take an ESS science unit and ACTUALLY DO IT. By gathering the material and actually experiencing the unit it would be possible to understand how you can use it in your first year of teaching. There are many possibilities in these units -- for example, Shadows, Daytime Astronomy, Where is the Moon?, Tadpoles, Slides and Whistles, Musical Recipe Book, Bulbs and Batteries, etc.

... Another possibility would be to go on some of the field trips. A summer contract was done last year on "Field Trips for You and Your Kids," which you can consult on the bulletin board or at Jeannett's desk. Also, San Francisco Unified School District has field trip information at their professional library, as well as a booklet. You could take one of interest from one of those sources; or you could go to the places you never get around to going to yourself -- for example:

. The elevator to the top of Coit Tower. Do you know what Coit Tower is supposed to represent? Do you know its history? Do you know there is an elevator in it?

. The cheese factory

. The pumpkin farm

. The Golden Gate Bridge constructed of cardboard would be a wonderful class project culminating a small unit on bridges in the Bay Area.

Instead of reading about it go on the field trip yourself. Experience the event and think of the possibilities for follow-up in your classroom.

... The Glasser tapes are here and it would be simple to set up a viewing time to see the tapes, read the book Schools Without Failure, and think how you might implement these in your classroom.

... Using the art reprint from Julie Edwards that you received early last fall, actually take some of the experiences she outlined that you DO NOT know how to do and DO them. 770 could, if necessary, be open in evenings for you to work on this.

... Go back to FREEDOM TO LEARN by Edith Biggs and work on a small area in that which you could take with you into your first year of teaching.

... Take 3 to 5 books that you have wanted to read but did not have time for and simply sit down, get comfortable, and read them.

... The important thing is that you choose experiences which are new to you and which have interest for you. Otherwise the process gets invalidated before it has a chance to begin.

Appendix Y (2)

SUMMER CONTRACTS

Arts and Crafts Workshop to Improve Skills.

Read Black Literature.

Lesson Plans to Improve Pupil Reading Skills.

*Laughter in Classroom. (Outstanding work with completed file cards of games, jokes, etc.)

Independent Seatwork for Reinforcement of Reading and Math Skills.

Plans for a Collapsible Math/Science Lab Center.

*Counting and Measuring Skills.

Sentence Structuring for Grades 1-4.

*Games to be Used During Intervals of Extra Time. (A good resource for FYT)

Read Stories to be Retold to Pupils for Better Self Feeling.

*Study of Cultural Communities in San Francisco. (Well done in lesson form)

*Famous Blacks. (Listings can be used in Multi-Ethnic setting.)

*Bibliographies of Cultural Groups. (Useful for FYT to find sources of information.)

A Study of How Yoga Can Be Applied to Classroom Use.

Unit on Magnetism and Electricity.

Outstanding Reports on Self-Discipline. (A Study of Japanese school system and good books to read.)

*Art Activities Sequence to Give Pupils Tools to Express Himself in Art.

A Study of Life in Other Parts of the Universe.

*Exploration of Painting Techniques.

*Outstanding Scavenger Services to Accululate Useful Materials.

*Development of Series of Math Games.

A File of Useful Children's Games.

Introductory Study in Phonics. (Student made pictures of sounds.)

*Outstanding Task Cards Involving Counting Experiences.

*A Resource Paper to be Used by Teachers in Making Bulletin Boards.

*Class Trips -- Where to Go and What You Need to Know.

*A Study of Rhythm Concerned with Black Humanities.

*Duplicated for distribution for T-Training of First Year Teachers, 1970-71.

SAN FRANCISCO STATE COLLEGE
AN FRANCISCO UNIFIED SCHOOL DISTRICT

STEP
TEACHER EDUCATION PROJECT

T T T

(TRAINERS OF TEACHER TRAINERS)

770 McAllister Street
San Francisco, California 94102
Area Code 415 922-3100

Dr. James E. Bixler
Director

Miss Elizabeth Titsworth
Assistant Director

(Following is a reprint from STUDENT IMPACT Occasional Paper, May 1970, published by the Student National Education Association)

The STEP Story...

is about teaching teachers through a cooperative program . . .
of joint college, school district, and community effort

in an off-campus setting . . .
in a training center and in schools in the heart of a San Francisco "target area"

with a specific goal . . .
to train teachers to be more effective in multi-ethnic classrooms in inner city schools

on the team concept . . .
with college instructors, district personnel, classroom teachers, community representatives, and teacher candidates all training together

To Make Education More Relevant and More Meaningful

for children . . .
children in elementary schools, of different cultural and socio-economic backgrounds, all with needs and problems and potential and aspirations.

These are the training groups involved:

—There is a faculty staff of about fifteen people, from different cultures, different educational and experience backgrounds, with different philosophies and talents. They, too, are in training: to become better college and school district teacher trainers. They study and practice using new methods and new materials, and share their strengths with each other. Those directly from inner city classrooms team teach or demonstrate in the college instruction; those from the college go into the classrooms and work with the teachers and students; those from the community participate in both arenas, helping parents and teachers and teacher trainers get together for a better education for their children.

—In turn, members of this group share their training with a corps of sixteen classroom teachers from inner city schools, who volunteer for participation in STEP.

—Both of these groups then cooperate in the training of about thirty-two teacher candidates or students—in their fifth year credential program. STEP instructional staff works with the teacher candidates in the training center and in the classrooms of the STEP classroom teachers. As students are ready, they go into these same classrooms with these same teachers for their student teaching experience.

This is the way it works for teacher candidates:

—We applied for STEP. After individual conferences on the program, its expectations, our qualifications and interests, we were scheduled for an interview and told to bring with us a creative object—something we had done ourselves. The interview teams were made up of three STEP faculty-staff and a current STEP student from both black and white cultures. During the first half of the interview we were asked to discuss our "creation." The team members played different roles as to positive, negative, disinterested, etc. This was to test sensitivity and communication. For the second half we were asked to play the role of the teacher in a difficult fifth grade classroom on the first day of school, with a given task. We had five minutes to prepare. The team members played "to the hilt" the roles of problem pupils you might find in such a classroom in an inner city school. This was to test control, and it certainly did! I don't think any of us had ever experienced just that kind of interview before. Of about eighty applicants these teams selected thirty-two preservice students.

—During the beginning of fall semester, concentration is on instruction with some observation/participation in classrooms with pupils—the focus is on what you teach and how you teach it.

We had all our so-called "methods courses" with STEP. In our Social Studies we were trained primarily in the Taba approach. This was new, difficult, oftentimes frustrating; we were taught to plan on specific behavioral objectives, with a progression of activities and responses on the part of teacher and student that would achieve these objectives. It wasn't easy, but it gave us some solid skills and competencies that are now paying off as we student teach in the classroom.

In our Reading/Language Arts, we had a college instructor and a STEP instructor directly from an inner city school classroom who taught as a team, with other STEP instructors coming in to demonstrate lessons or work with small groups. The latter were from different cultures and had each used some different kinds of techniques in this subject area. The Taba approach was followed in this class also, together with micro-teaching, the Active Learning concept, group and video feedback and evaluation.

Our Math was taught as a workshop. We met for three hours one night each week in the off-campus training center. There we worked with concepts and materials and solved mathematical problems in small groups, just as we would be doing with our own pupils in the classroom. Emphasis was on the Active Learning approach, with wide use of manipulative materials.

There was also a course in Generic Curriculum which related the content and methods to the kinds of children we would teach, with emphasis on special problems and understanding community influences.

The STEP instructors had specific expectations of what students should be able to do at various stages of the instructional program. Some of the competency testing was through micro-teaching, some on actual performance with pupils in a teacher assistant capacity.

As we were ready, we would go to the next stage. For example, some students went into classrooms as teacher assistants in Reading/Language Arts earlier than others. Some went into the first student teaching phase on the condition that they undertook some simultaneous special work in an area of weakness.

—By spring semester, almost all of us were placed in pairs as student teachers with the classroom teachers who were also in training in STEP. The STEP supervisors were the same people who had participated in the instructional phase. This made a team of the STEP instructor/supervisor, the STEP classroom teacher, and the two STEP student teachers in the classroom.

We are now in the first phase of our student teaching. Student teachers are in classrooms four full days, Monday through Thursday. On Fridays we all meet at the training center. The first half of the morning we meet in small groups. These groups are composed of the instructor/supervisor and his pairs of student teachers. In these we share our problems, ideas, and concerns, and also get additional help from our instructor/supervisor in content, methods, and materials. During the last half of the morning, which often goes on to 1:00 p.m., we have special instructional sessions. For example, in one of these a group of community people, mainly parents, discussed with us their expectations of a teacher. This particular group was all black and they really laid it on the line about what they wanted for their children, what they wanted from a teacher of their children. It was a fiery give-and-take session that added a very important dimension to our perception of the kind of children, parents, and community we would face in inner city schools.

Our Math workshop is also continuing, and there is a student-initiated class on The Role of the Teacher that we can attend on Tuesday nights if we desire.

—When we demonstrate that we are ready, we will go into our second student teaching phase—in a different community, on a different grade level—to give us a more varied teaching experience.

—After spring semester, we will go into an individual contract program to continue through June. This will include in-depth evaluation of each of our strengths and weaknesses. Based on the results of these evaluations, each of us, together with our instructor/supervisor, will prepare an individual contract. According to needs, the contract may place emphasis on room environment, grouping, pupil assessment, teaching reading, or just more general practice in lesson planning—and for preparation for our first year of teaching.

—Those of us who are recommended by STEP and accepted by the district will be placed in a group of inner city schools in the STEP involvement areas as first year teachers, with STEP providing supportive services for that year. Others may be placed in different kinds of schools in other areas.

In all of the STEP program, with teacher trainers, experienced classroom teachers, first year teachers, and teacher candidates, there is an emphasis on providing the very best learning experiences for the child—learning experiences which are rich and meaningful to him, which will motivate him to think, feel, and value for himself.—

Appendix AA (1)

INTER-DEPARTMENTAL CORRESPONDENCE

SAN FRANCISCO STATE COLLEGE

TO: Elizabeth Titsworth DATE July 1, 1970

FROM: Alvin Townsel

SUBJECT: Community Educational Services

My community activities during the academic year 1969 - 70 have included work with the following agencies.

1. Western Addition Early Childhood Centers. (Conducted workshop at Lake Tahoe; assisted in proposal development; developed area conference for national group).

2. Association of Black Psychologists (Assisted in preparation of presentation to San Francisco Unified School District Board of Education).

3. Task Force for Minority Recruitment. (Chairman of group which included minority group educators in the San Francisco area).

4. Western Addition (Youth organization youth advisor).

5. Hunter's Point Concerned Parents (Consultant to group).

6. Campaign for Wilson Riles.

7. Association of Afro-American Educators (member).

8. Community Education Planning Program (advisor).

9. Hunter's Point/Bayview Community College (Board Member).

10. Urban League New Thrust Team (Member of Education Committee).

11. ASCD Convention (Hospitality Committee, Minority Planning).

12. Raphael Weill Elementary School (Presentation to parent group on program planning for the paraprofessional).

13. Booker T. Washington Community Center (Proposal advisor).

14. Park South Complex (Personnel Planning Committee).

STEP Newsletter

San Francisco State College
San Francisco Unified School District } Teacher Education Project
Sausalito School District

January 1970

139

San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132
(415) 469-2296

OIC Building
770 McAllister Street
San Francisco, California 94102
(415) 922-3100

STEP COMMUNITY EDUCATIONAL SERVICES PROGRAM

STEP feels it is very important that the people of the community, and the schools where they send their children, be able to communicate freely with each other. This way, the schools can gear some of their activities toward the needs of the immediate community, and the people can make their needs known to the schools.

It is also felt that if parents know more about their children's education and the schools they attend, they may then create a better study atmosphere and try harder to encourage their children to complete their education.

For these reasons, a Community Educational Services program has been set up within STEP to try to build this kind of communication and understanding. The Coordinator of this program is *Mrs. Altheda Carrie* (922-3100). Mrs. Carrie has been a teacher in the San Francisco elementary and secondary schools. She has coordinated a tutorial program in the Western Addition and has actively participated in many volunteer projects, of which the Black Man's Free Clinic and the Western Addition Youth Center, District 2, counseling youth, are the most recent. Mrs. Carrie and her husband, Roosevelt, have two teenage children. This summer she and her son plan a study tour of West Africa.

Working with Mrs. Carrie are two Community Workers: *Mrs. Mary Wilson* (863-3361) and *Mrs. Paulette Grigsby* (922-3100).

Mrs. Wilson is a resident of the Haight Ashbury community and her two children attend Dudley Stone Elementary School. She has long been active in this community's activities, having participated in organizing the Haight Ashbury Children's Center. Formerly Publicity Chairman for the Dudley Stone PTA, she is now its Vice President. She is Park South Complex representative, and as an interested person, worked with the Ernest Ingold Branch Boys' Club. Through the Black Panther Party, she has worked to get free breakfasts for children.

Mrs. Grigsby is a resident of the Western Addition community and her children attend Raphael Weill School. She was President for two years of the Raphael Weill Parent Organization, and is still an active member of that school's Community Organization.

These people would be happy to talk with anyone about problems or ideas for the schools or the community. They can be reached at the telephone numbers given.

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PARK SOUTH COMPLEX

A STEP Community Worker reacts: Education should be a preparation for life and independent living within society and should help develop the kinds of skills to live and survive in a world yet unknown.

Is it right for any individual to deny another the right to a Quality Education? I say no. In this society or any society, I feel the community, teachers, administrators, etc., have to come together to fight for a common cause -- that is a better education. It is very important that we understand what Community Control of Schools means. We have the power to determine what is being taught, who teaches it, and who runs it.

In the Fall of 1970, the Park South Complex will be implemented within the San Francisco Unified School District. It is my opinion that I, along with others in the community, will have to play watchdog over the Board of Education to assure us that our children will get a better education. *We can do it as a Community!*

RAPHAEL WEILL PROJECT LEARN WELL -- EXPANDING!

An adult education program to provide refresher courses is being initiated by the parents and some of the teachers at Raphael Weill School. A committee of 16 consisting of parents, teachers, paraprofessionals and other concerned members of the community has met several times to make tentative plans for the structure of the night school. Behavioral Research Labs has promised financial support; therefore there will be no individual cost for taking any of the courses.

A large community meeting was held January 13th at which parents set up specific course content for Math, Reading/Language Arts, Black Cultural and Political American History, and courses of preparation for the General Education Diploma and Civil Service examinations. They also decided on criteria for teacher selection, and set up a selection committee made up of eight of the parents.

At the end of the meeting, parents signed up for courses to begin February 10th. Parents can sign up for courses at any time by contacting Larry Yabroff at Raphael Weill School. Courses will be held Tuesday nights from 8:00 to 10:00 p.m. at Raphael Weill School, 1501 O'Farrell Street, Telephone 346-4278.

RAPHAEL WEILL PROYECTO APRENDA BIEN -- EN EXPANSION

Un programa de educación de adultos para proveer cursos de rememorización fué iniciado por los padres y algunos profesores de la escuela Raphael Weill. Una comisión de 16 formada por padres, profesores, profesionales y otros miembros interesados de la comunidad se reunió diversas veces para hacer planes experimentales para la organización de una escuela nocturna. "Behavioral Research Labs" prometió la ayuda financiera y por eso no habrá gasto alguno para hacer los cursos.

El 13 de Enero hubo una gran reunión de la comunidad en la cual los padres decidieron el programa especifico de la Matemática, del Arte de la Lectura y Lenguage, de la Historia de la Cultura y Política del Negro en America, y de los cursos de preparación para los exámenes para los títulos de Educación General y de Empleados Públicos. Ellos tambien decidieron sobre el criterio de selección de profesores y organizaran una comisión de selección formada por 8 de los padres.

Al terminarse la reunión, algunos de los padres se inscribieron para cursos que empezarán el 10 de Febrero. Los padres pueden inscribirse a cualquier hora poniendose en contacto con Larry Yabroff. Los cursos se realizarán los Martes, de 8 a 10 de la noche, en la escuela Raphael Weill, calle O'Farrell, 1501, teléfono 346-4270.

-- Translation courtesy of Amada Brown

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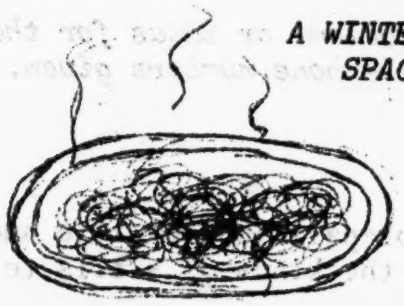

A WINTER EAT-IN
SPAGHETTI

January 28, 1970
Dudley Stone School Cafeteria
Serving 6:30 - 7:30

Adults .50
Children .25

* *
* The STEP Newsletter is an attempt to communicate with you as parents and to *
* invite you to become more involved in the quality of education for your children. *
* We hope to send you a Newsletter about once a month. If you have suggestions *
* about the kinds of things you'd like to see covered in the Newsletter, please *
* call us at 922-3100 or write us at our new downtown center located at *
* 770 McAllister Street. *
* *

STEP Newsletter

San Francisco State College
San Francisco Unified School District } Teacher Education Project
Sausalito School District

December 1969

San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132
(415) 469-2296

OIC Building
770 McAllister Street
San Francisco, California 94102
(415) 922-3100

WHAT IS STEP-TTT?

What do the letters stand for?

S: San Francisco State College/San Francisco Unified School District
T: Teacher
E: Education
P: Project
T: Trainers of
T: Teacher
T: Trainers

What is STEP trying to do? To train more effective teachers for your children.

How is STEP trying to do this? STEP has six major parts in its program:

1) a program for college instructors and school district personnel to become trainers of teacher trainers. The persons in this program are STEP staff, from different cultural and educational backgrounds, who share with and learn from each other as they improve their own abilities and help in the training of others in the STEP program;
2) a program to help regular classroom teachers learn about new methods and materials and improve their ability to train student teachers;
3) a program to help STEP first-year teachers during that crucial time;
4) a special training program for student teachers now in their fifth year of college, who may be teachers next year in your District;
5) STEP-UP, an Undergraduate Preparation program which recruits minority persons who want to be teachers and helps them get into college and complete their training;
6) a research program to evaluate how well STEP is doing these things and also to see what teaching methods seem to be most effective.

Where is STEP in the San Francisco Unified School District? In the following schools:

Anza	Hancock	Marshall Annex
Bayview	John Muir	Ortega
Commodore Stockton	John Swett	Raphael Weill
Daniel Webster	LeConte	Sheridan
Dudley Stone	Marshall	Sarah B. Cooper

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PARK SOUTH COMPLEX-COMMUNITY MEETINGS

When and where: Every Thursday evening, 7:30-10:30 at Jefferson Elementary School, located at 19th and Irving.

The committees, which need all available support from the community, are:

Curriculum	Minority Concerns
Staffing & Preparation	Communication
Transportation	Funding
School Use & Pupil Assignment	Evaluation

The Complex will include the students from: Clarendon; Columbus; Dudley Stone; Grattan (Twin Peaks/Corbett); Jefferson; Laguna Honda; and McKinley.

All of San Francisco has a stake in seeing how well the "complex" approach works to improve schools. All those interested are urged to attend.

STEP INVITES PARENT INTEREST AND PARTICIPATION

* On November 25th at Dudley Stone School, STEP held an instructional session in the use of the Geoboard, a manipulative device that aids children in discovering facts regarding shapes, classification of shapes, line segments, fractions and rotation. The Dudley Stone faculty and a number of parents attended this workshop, which was conducted by Marilyn Burns and Sujenna Kofsky of the STEP instructional staff. (In future, this Newsletter will help in letting parents know about these kinds of opportunities.) Follow-up materials were sent to all participants for use and further development by youngsters and teachers.

* Any community people who are interested in new techniques for teaching mathematics in the elementary classroom are invited to attend a Mathematics Workshop which is held regularly for STEP students, in the STEP Center at 770 McAllister Street, on Thursdays from 6:00 to 9:00 p.m. Because of the holidays, the next workshop will be held on January 8th. Call 922-3100 for further information. If you wish to attend any of these workshops, please call in advance so that we may arrange to let you in to the building.

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A STEP PUPIL WRITES

From the pupil:

"This is a story, or you can say the truth about me, my class, and my teacher, whose name is Mr. J. Allen, who teaches the 5th Grade class in Room 21. He is a nice guy, except when he tries to get us in line. Then he makes us feel like he is a mean teacher. Also he will holler at us in class, when we are not listening to him. But we know we should do as we are told, because it is for our own good. I guess it just slips our minds, or we just have playing on our minds. So we just can't say he is an altogether mean teacher, can we? Because if he didn't care about our learning, there wouldn't be the hollering. So who has a big job? Our nice, mean teacher, Mr. J. Allen."

From the former college instructor of the teacher for whom the pupil wrote this paragraph:

Honest feeling! Constructive thinking! This "story" is a good example of the development of an idea. The writer looked at his first reactions to his "mean" teacher, then at the immediate cause of his teacher's "hollering," and finally at the major reason for the teacher's efforts to get the children "in line." Although the pupil doesn't like to be disciplined, he can sense that his teacher really cares about his learning. Most important, the writer can generalize that it's a big job for the teacher to keep the class learning as they quite naturally think about playing and call him a "mean" teacher when he "hollers" at them. This is a "truth" that many fifth grade writers do not think through so objectively.

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Best wishes for a HAPPY HOLIDAY SEASON from STEP-TTT

The STEP Newsletter is an attempt to communicate with you as parents and to invite you to become more involved in the quality of education for your children. We hope to send you a Newsletter about once a month. If you have suggestions about the kinds of things you'd like to see covered in the Newsletter, please call us at 922-3100 or write us at our new downtown center located at 770 McAllister Street.

Appendix AA (4)

STEP-TTT - October 8, 1969

MEMO TO: STEP Staff

FROM: James E. Bixler, Director, STEP
Amity P. Buxton, Coordinator of Teacher Education
Florence Bradford, District Instruction Coordinator

SUBJECT: Participation in a Western Addition Festival

Paulette Grigsby and Mary Wilson, two STEP-TTT Community Workers in the Western Addition, have volunteered for the STEP staff to man a booth. The booth will be open at the Western Addition Festival to be held Saturday, October 25 and Sunday, October 26 from 9 to 4 on each of the two days. The actual geographical location will probably be somewhere around the Winterland Auditorium.

I would like for us to set up a schedule by which we can man the booth in pairs for approximately 2 hours at a time. I would hope that some of our current STEP students and STEP-UP students could be included in the scheduling.

As soon as Florence gets further information from the community workers we will set up the schedule in more detail.

We are looking forward to working with you and thank you for your cooperation.

JEB:jc

Appendix AA (6)
STEP-TTT
CES Group
1/12/70

TO: Staff

FROM: Community Educational Services Group

SUBJECT: Minutes of Weekly Meeting 1/12/1970

Mary, Paulette, Altheda and J. Bixler met and discussed the purposes of this year's task which is primarily to
» supplement the services of the school personnel.

The four schools we service are assigned to Paulette Grigsby (Raphael Weill - John Swett) and Mary Wilson (Anza - Dudley Stone).

We discussed:

(1) The feedback from the Newsletter distributed in December 1969.

(a) That the readers would like to know about the STEP staff. We plan to feature a profile of individual staff members in each of the ongoing newsletters.

(2) Exploring ways in which STEP students could work with para-professionals and/or parents (e.g., teaching in adult education programs; attending organizational meetings; locating resource persons to translate newsletter in Spanish and Chinese languages.)

(3) Parent groups meeting in parent's homes focusing on setting up block parents to supervise children en route to and from school; forming groups of parents to attend Board of Education meetings to form panels for community complex meetings.

(4) Articles edited for Newsletter to read as writer intended.

(5) Leave space at bottom of Newsletter for interested persons to react: comments in form of suggestions, constructive criticism.

(6) Setting up a traveling exhibit board of what STEP is about.

(7) Community Educational Services team will keep an ongoing activity journal.

cc: Bixler
Buxton

AC:jc
1/15/70

RW PROJECT LEARN WELL - EXPANDING!

As a result of the need for parents to be able to employ specific techniques to follow up the new BRL programmed instructional material at Raphael Wadi School, an adult education program is being initiated by the parents and some of the teachers. A committee of 16 consisting of parents, teachers, paraprofessionals and other concerned members from the community has met several times to make tentative plans for the structure of the night school. Behavioral Research Labs has promised financial support.

A large community meeting was held Jan. 13. At that meeting parents devised specific course content for courses in Math, Language Arts, Black Cultural and Political American History, and preparation for General Education Degree and Civil Service exams. They also decided on criteria for teacher selection. The selection committee is made up of eight of the parents.

At the end of the meeting parents signed up for courses to begin Feb. 10. Parents can sign up for courses at any time. Courses will be held Tuesday nights from 8:00 to 10:00.

1/15/70

Appendix BB

SAN FRANCISCO STATE COLLEGE
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
SAUSALITO SCHOOL DISTRICT

STEP Teacher Education Center
770 McAllister Street
San Francisco, California 94102

San Francisco State College
STEP Building - 1600 Holloway
San Francisco, California 94132

STEP
TEACHER EDUCATION PROJECT

Dr. James E. Bixler, Director
Miss Elizabeth Titsworth, Assistant Director

Superintendent's Office, 415 [illegible]
SF State College Office [illegible]
SFUSD Office [illegible]
San Francisco TEC [illegible]
Sausalito Office [illegible]

December 11, 1969

Mrs. Janet Sims
c/o Dudley Stone School
1351 Haight Street
San Francisco CA 94117

Dear Mrs. Sims:

The Department of Elementary Education at San Francisco State College has requested that a segment of one of your video-tapes be made available to them. The members of the Department are in the process of developing a way in which they will be able to screen applicants for the Standard Elementary Credential. They would like to show a 10-minute segment selected from one of your video-tapes as a way of illustrating typical classroom incidents and procedures. The particular segment selected indicates verbal and non-verbal cues by you and a variety of pupil responses to these cues.

This selected video tape would be shown to the credential candidates. They would react to this video tape in writing. This written statement would then be evaluated by the department and used as a partial selection for teacher candidates.

No names will be used to identify any participants in this tape. Therefore, we request the approval of this film strip and would like you to sign below to indicate that we have your permission to use this film.

Thank you for your cooperation.

Sincerely,

James E. Bixler,
Director, STEP-TTT

cc: Christine Bianco
Elizabeth Titsworth

Janet Sims

Appendix CC

March 10, 1970

TO: Faculty

FROM: Marilyn Raack and Rob Moore

RE: Seminar Tomorrow on Park-South and Richmond Complexes

The faculty listed below committed themselves to the seminar on the Park-South and the Richmond Complexes. Assuming there is no conflict in teaching schedules, they will attend the seminar

Wednesday, March 11, 3:00-5:00, ED-127

This memo is being circulated as a way of inviting everyone.

Copies of Quality/Equality will be distributed this afternoon to the following faculty who indicated a willingness to attend the seminar.

Dolores Baugh
✓ Sandy Billue
Gene Bryant
✓ Amity Buxton
Elma Carrillo
Larry Carrillo
Bob Hamilton
Jim Hills
Hal Jonsson
✓ Sujenna Kofsky
✓ Dorothy Lathan
Mary Lewis
Ennis McDaniel
✓ Rob Moore
Lois Nelson
Catherine Platte
Marilyn Raack
Virginia Rogers
Marie Russell
Thomassine Sellers
Alice Siemons
✓ Donald Smith
Caroline Wasserman
Margaret Weymouth

Appendix DD (1)

STEP-TTT
May 13, 1970

Memorandum To: STEP-TTT Staff

From: Elizabeth Titsworth

1. Attached is a list of the persons, recommended by various groups, who were invited to help set up a new type of STEP-TTT Advisory Council for 1970-71. A meeting was held at 770 McAllister Street on Thursday afternoon, May 7th.

2. Due to the fact that the Governor announced that State College campuses would be closed on Thursday and Friday, some of these invitees did not realize they were still expected to attend and so did not come. Those who were present are starred on the attached list.

3. Material describing our present preservice program and a packet describing STEP's projected 1970-71 program were distributed.

4. The agenda was to discuss what kind of Advisory Council would be most effective, the kinds of representatives we should have on such a Council, and what should go on in the meetings.

5. It was suggested that (a) the Council be small enough to allow for complete participation and interaction among the members; (b) representation should not be "tokenism," but should be by persons who are actively involved and influential in their different areas; (c) community representatives should be chosen on the basis of their knowledge of and participation in community action activities; (d) if possible, we should select representatives who interact enough in groups in their areas so that they could feed information and ideas into the Council and then feed back to the groups ideas, questions, problems, etc., discussed in the Council meetings; (e) there be student representation and/or a representative from each of the STEP-TTT training components; (f) priority for membership numbers be given to representatives outside STEP, with perhaps only a couple of STEP persons there who can feed back to the rest of the staff just as the other representatives will feed back to their groups.

6. The group then discussed the screening process which was used for applicants last year and the screening process used by applicants this year, with some data given by Norm Wallen. Sifrida Noland, who interviews STEP graduates for placement in the SFUSD, commented on interviews with previous graduates and on the feedback she had on how those who were placed are operating in the SFUSD classrooms now. She compared the present group of STEP students whom she had interviewed, and was very impressed with this present group, stating some of the qualities she saw, such as (a) every one of this year's STEP students wanted to be placed in inner city schools; (b) they seemed much more realistic in their understanding of children, classroom teaching, etc.; (c) in responding to the question, "What would you do in this particular situation in the classroom?" they gave very good, clear responses; (d) they seemed more stable; (e) their approach as to how to bring about change was a thought-out,

constructive approach; (f) they were very sensitive to children's needs and how to respond to them in a classroom situation; (g) they seemed to have flexibility and alternative approaches to teaching. The group explored why STEP-TTT seemed to have been so much more successful in effective teacher training with this group, coming up with possible reasons such as: (a) the difference in the screening procedure for selecting participants; (b) with the change in the makeup, backgrounds and experiences in this year's STEP-TTT group; (c) the team approach and dedication of this year's staff; (d) the quality of the program, with certain expectancies and activities much better defined than before.

7. Members of this present Advisory Council group stated their interest in being a part of next year's Advisory Council. Also, a committee was formed to recommend representatives for the 1970-71 Advisory Council, to begin looking now at the best kinds of community representatives.

8. This group will meet again toward the end of May or first of June to look at what has happened and the results of the 1969-70 program, and to make recommendations for representatives on the 1970-71 Advisory Council.

ET/ssk
Attachment

Members of Preliminary Advisory Council, STEP-TTT

Donald Barnhart, Chairman, Dept. of Social Sciences, SFSC

Ronald Boyd, formerly with Bank of America; presently Assoc. Director, Student Financial Aid, SFSC, representing business and community

Florence Bradford, Coordinator, STEP-TTT/SFUSD

Altheda Carrie, STEP-TTT Coordinator, Community Educational Services

Lovell Davis, Executive Director, Opportunities Industrialization Center (OIC), representing community agency programs

Nathan Feifer, Assoc. Prof., Interdisciplinary Sciences, SFSC

John Getas, Principal, Anza Elementary School, SFUSD

Paulette Grigsby, representing parent school organizations

Robert Hamilton, Prof., Elem. Educ., SFSC, in charge of Student Teaching

Hal Jonsson, Director, Teacher Corps, SFSC

Luis Kemnitzer, Assistant Prof., Anthropology, SFSC

Ennis McDaniel, Assoc. Director, Teacher Corps, SFSC

Robert Moore, Chairman, Dept. of Elem. Educ., SFSC

Joseph Moray, Assoc. Prof., Elem. Educ., SFSC

Elfrida Noland, Supervisor, Elementary, SFUSD

Frank Oppenheimer, Director, Palace of Arts and Science

Raymond Pitts, Ass't. Supt., SFUSD, Instructional Development and Services

Marilyn Rauch, Assoc. Prof., Elem. Educ., SFSC

Warren Rasmussen, Chairman, Dept. of Music; Chairman college-wide Teacher Education Committee, SFSC

Thomassine Sellers, Ass't Prof., Elem. Educ., SFSC, teaching Special Section in Methods

Elizabeth Titsworth, Acting Director, STEP-TTT

Alvin Townsel, Coordinator, STEP-UP

Norman Wallen, Interdisciplinary Studies, SFSC; Evaluation and Research Coordinator, STEP-TTT; Evaluation and Research Consultant, SFUSD

Mary Wilson, representing parents in the community

5/13/70